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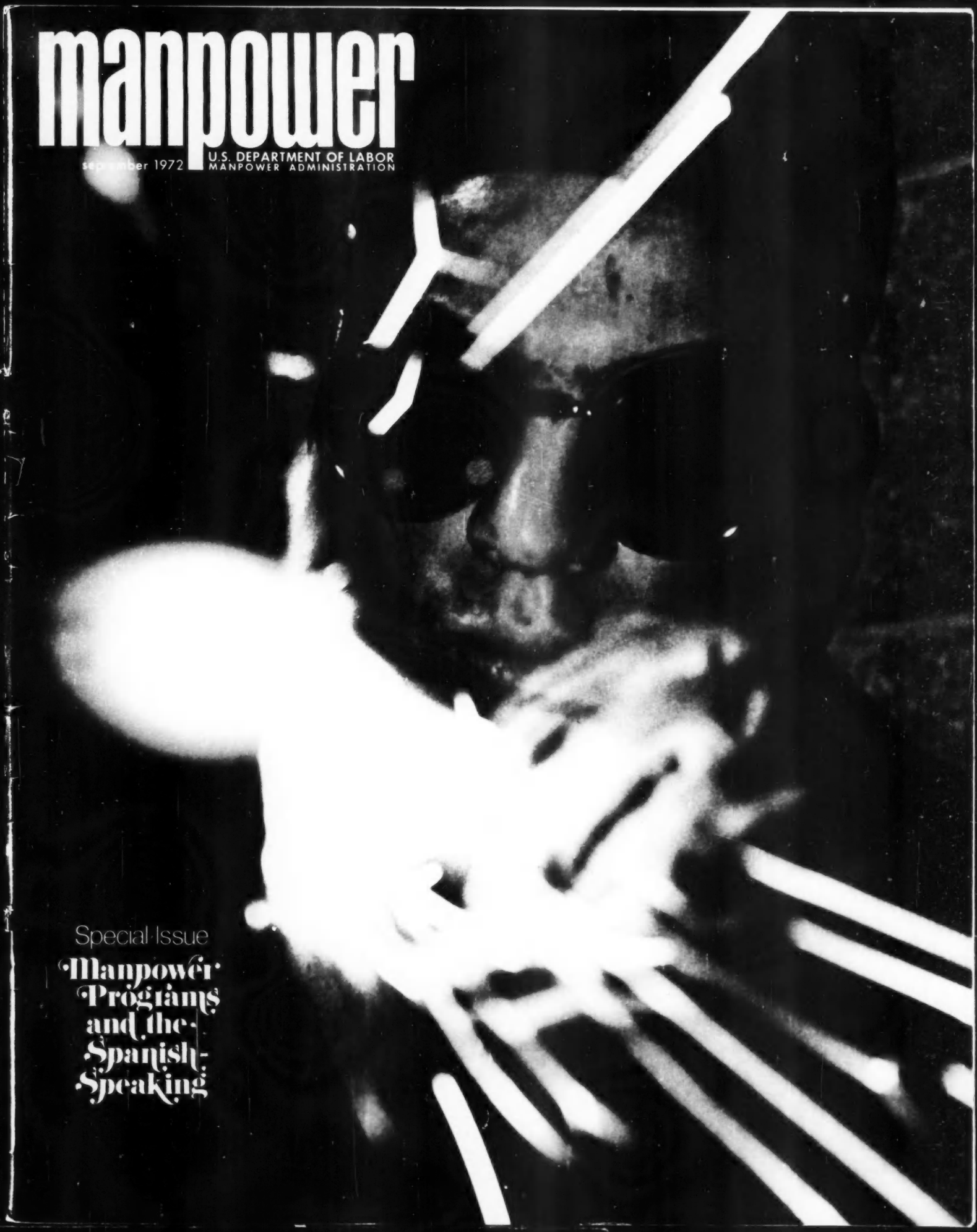
MANPOWER ADMINISTRATION



Special Issue

Manpower Programs and the Spanish-Speaking

manpower
volume 4 number 9 U.S. DEPARTMENT OF LABOR MANPOWER ADMINISTRATION

The Remembered Minority

We used to hear it said that Spanish-speaking people were the "forgotten minority." That cannot be said today. They are very much in our minds at the Department of Labor.

Quietly, but with increasing vigor, we have been expanding our efforts to help achieve President Nixon's committed goal of equal opportunity for all Spanish-speaking Americans.

Meeting their many and varied needs is a challenging task. When I was working with the Los Angeles Commission on Human Relations back in the early 1960's, I tended to think of the Spanish-speaking as composed of two groups—Mexican Americans in my own area and Puerto Ricans in the East. We have since had a heavy influx of Cuban refugees and, even more recently, a huge migration of people from Latin America. Today there are well over 20 Spanish-speaking groups with different educational, cultural, and economic backgrounds.

We have been listening to their voices. We now serve about 250,000 of them a year in our manpower training programs and have committed millions of dollars to help them. We have added Spanish-speaking people to our staff. We have stepped up our Spanish language radio and newspaper communications programs. And we are publishing our own weekly news service, "Noticias de la Semana," for the Spanish-speaking media. But what we have done is only a start toward what we will be doing.

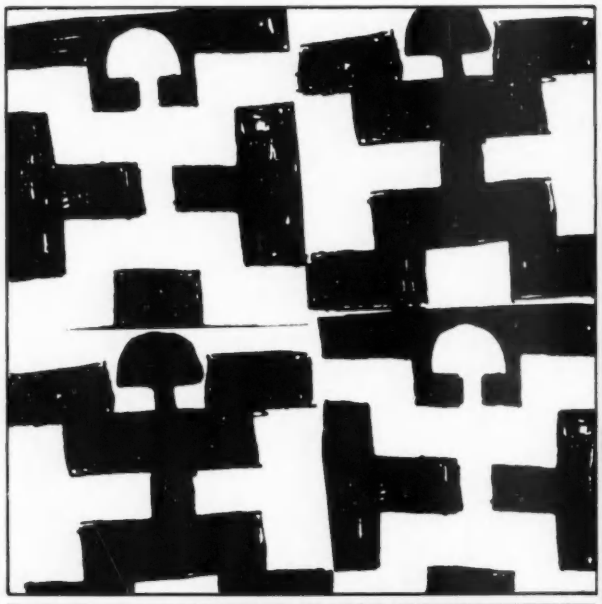
In July, I met with a number of national Spanish-speaking leaders to assure them of a greater commitment to cooperation with the Spanish-speaking community. I suggested the group constitute itself a permanent body to advise us of ways to fulfill this commitment, and I am pleased to report it has welcomed the opportunity and will be doing so. The group attending the meeting included Ricardo Zazueta and Daniel Campos of Operation SER, Joseph J. Juarez of the American G.I. Forum, Pete Villa of the League of United Latin American Citizens, Alex Zermeno of the Southwest Council of La Raza, Louis F. Flores and Frank Espada of the National Spanish-Speaking Management Association, Hector Vazquez of the Puerto Rican Forum, Manuel Dominguez of the Valle Del Sol Coalition, and Jose Lopez of the Santa Clara Valley Skills Center. Also active in this group is Rosa J. Vazquez of Accion.

Ricardo Zazueta, national director of SER and chairman of the group, eloquently expressed the group's feelings when he said, "We are convinced that, for the first time, a Federal bureaucracy which affects the lives of our people has opened its eyes, ears, and heart to our concerns and expectations."

Whatever they may have been in the past, today our Spanish-speaking friends are far from the forgotten minority. They are much remembered and will play a large role in our future.

James D Hodgson

Secretary of Labor



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A Note to Our Readers: A Spanish language version of this issue of MANPOWER will be published shortly and will be available upon request.

COVER: El Paso Job Corpsman Carlos Santana.
U.S. Department of Labor photograph by Robert Moeser.

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Progress Report—The Quest for Equity

Unique Needs of Hispanos Better Recognized Today But Much Remains To Be Done

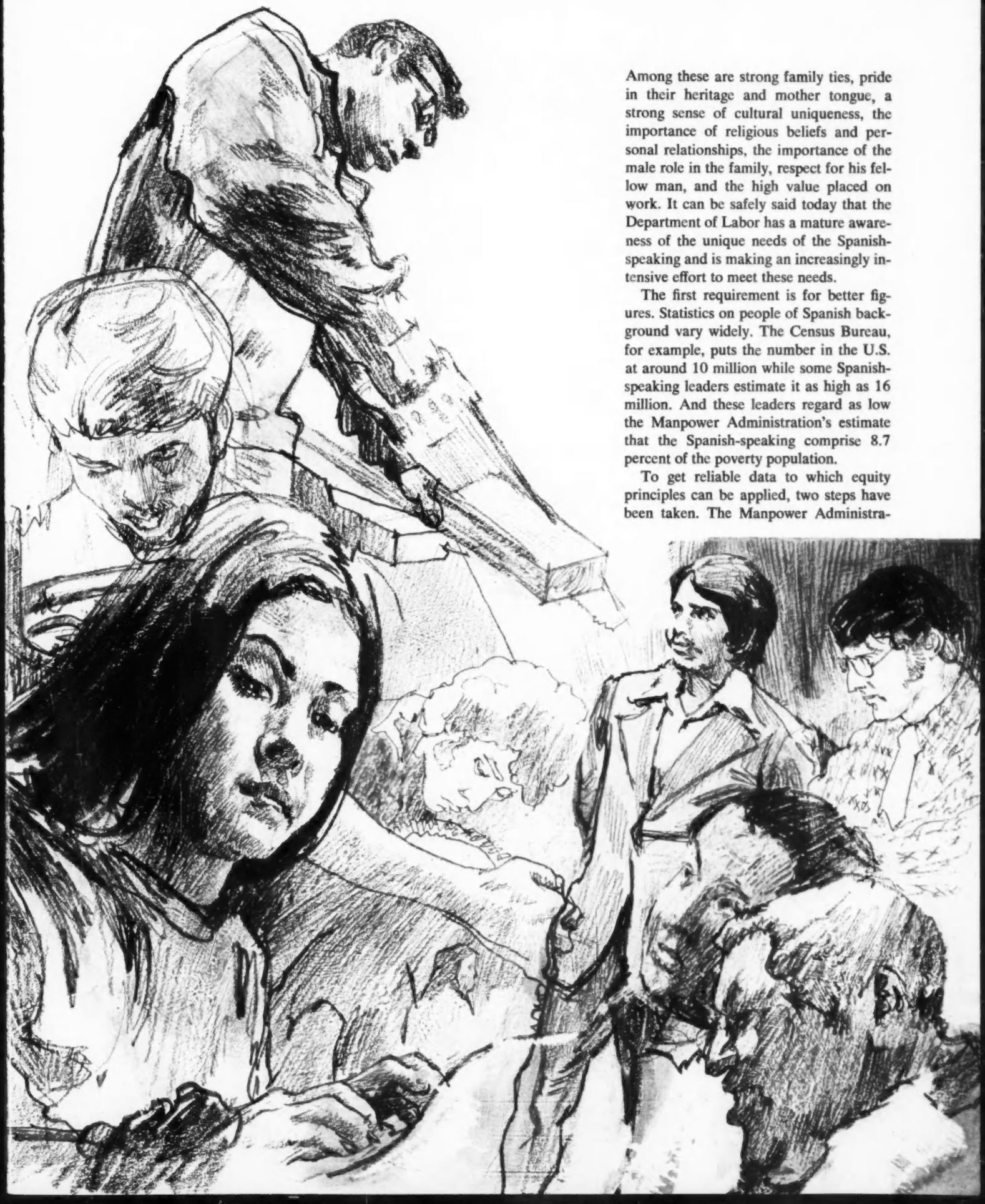
by Malcolm R. Lovell, Jr.

As other groups have done throughout our Nation's history, the Spanish-speaking are today asserting their claim to better social and economic treatment. Their methods have generally been quiet rather than histrionic; they have made their views known by argument rather than demonstrations. Their leaders have, nevertheless, expressed in clear terms what the Spanish-speaking seek from the Department of Labor and its Manpower Administration—better data to achieve equity for them in funding and enrollments, redesign of manpower programs to meet their specific problems, a better deal for migrants, more funding and technical assistance for their own manpower organizations, more Spanish-speaking people in jobs with the Manpower Administration and the State employment services, and a larger role in manpower planning and policymaking.

Before gauging the Labor Department's response to these felt needs, it should be noted that manpower programs are relatively new to the U.S. The Manpower Development and Training Act was passed 10 years ago and it was 2 or 3 years later that the thrust of manpower programs was diverted from the technologically displaced to the chronically unemployed and the working poor. After this fundamental redirection, it took time to learn the nature of the differences among the various groups comprising the disadvantaged. It also took time to learn that while the Spanish-speaking are heterogeneous rather than homogenous, they share certain problems that interfere with their economic and social advancement. Discrimination against them is different than that holding back other minorities because their problems are unique—a language barrier, a sense of ethnic isolation, and a cultural heritage alien not only to mainstream Anglos but also to other disadvantaged people.

Any effort to help the Spanish-speaking must be based on their particular strengths.

Mr. Lovell is Assistant Secretary of Labor for Manpower.



Among these are strong family ties, pride in their heritage and mother tongue, a strong sense of cultural uniqueness, the importance of religious beliefs and personal relationships, the importance of the male role in the family, respect for his fellow man, and the high value placed on work. It can be safely said today that the Department of Labor has a mature awareness of the unique needs of the Spanish-speaking and is making an increasingly intensive effort to meet these needs.

The first requirement is for better figures. Statistics on people of Spanish background vary widely. The Census Bureau, for example, puts the number in the U.S. at around 10 million while some Spanish-speaking leaders estimate it as high as 16 million. And these leaders regard as low the Manpower Administration's estimate that the Spanish-speaking comprise 8.7 percent of the poverty population.

To get reliable data to which equity principles can be applied, two steps have been taken. The Manpower Administra-

tion has restructured its own reporting system to include a breakout on Spanish-speaking participants. Enrollee characteristics as well as participation by program are now fully reported. And the State employment services now report on a continuing basis the services they give to Spanish-speaking applicants. Three years ago this kind of information was almost nonexistent.

Beyond the current information now available, the Manpower Administration has determined that it is possible to identify and collect labor force data on a monthly basis for Hispanos. Arrangements have been made with the Census Bureau to tabulate the labor force status of the Spanish-speaking as part of its ongoing Current Population Survey. This work will begin before the end of the year, and should give us detailed information on the employment and unemployment status of this minority group.

Meanwhile, the effort continues to increase the participation of Spanish-speaking people in manpower programs. In the first 10 months of fiscal 1972, about 200,000 Spanish-speaking enrollees had been served by manpower programs, representing 13 percent (see chart 1) of total enrollment. It is estimated that Spanish-speaking enrollees may account for more than $300 million of fiscal 1972 manpower training program funds when final figures are compiled.

Much of this money has gone into projects sponsored and operated by organizations of the Spanish-speaking. These organizations are logical choices to design training for the people they represent. The activities of some of these organizations—such as SER, the Puerto Rican Forum, and SABER—are described at length in this issue of MANPOWER.

Other organizations of the Spanish-speaking are involved in a variety of manpower endeavors, including two particularly noteworthy efforts to help criminal offenders and veterans. Organizations of the Spanish-speaking in Texas, California, New Mexico, and Colorado have been funded for nearly $1.7 million to aid Spanish-speaking and other first-time offenders and to rehabilitate ex-offenders through manpower training. And $2.8 million has been awarded to the American G.I. Forum to serve 12,000 to 13,000 returning Vietnam veterans of Spanish descent who need counseling, training, and jobs. This massive veterans outreach program, funded in July, will reach ex-servicemen in 22 selected cities across the Nation.

The language problem also is getting priority attention. That lack of English mastery hampers and cripples the career progress of thousands of Spanish-speaking men and women, doctors and dentists as well as laborers and clerks, is a fact that shines through every available research report and statistic. Manpower programs in most communities with any substantial number of Spanish-speaking participants now give English language instruction out of their own resources or by linkage with other government programs. There is even an English language training project for Mexican American offenders at San Quentin Prison.

Big Project Aids Migrants

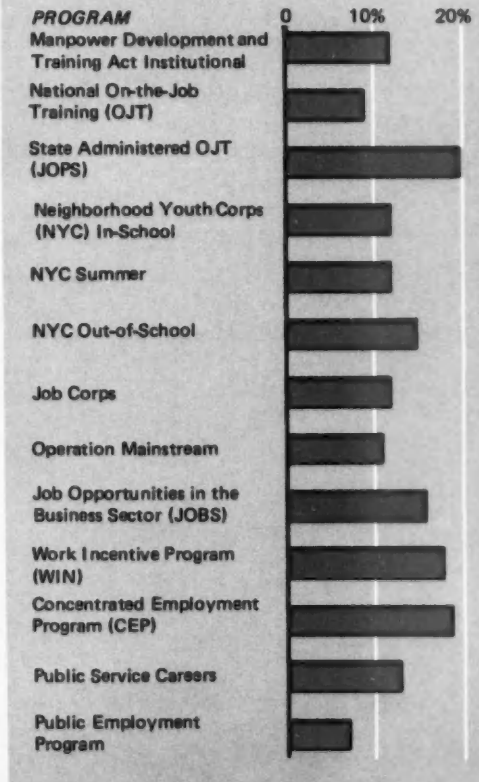
New techniques in language training are being developed and disseminated by such organizations as the Puerto Rican Forum. And the Manpower Administration recently allocated an additional $2.5 million to several Spanish-speaking organizations to develop English language training programs in communities with large Spanish-speaking populations.

Language instruction, of course, is only one way of dealing with the job difficulties of the Spanish-speaking. Other approaches being employed that merit mention include a study of the social and occupational adjustment of Spanish-surnamed youth in four States, easing the pathway for high school dropouts to enter the City University of New York, and bringing Spanish-speaking youngsters into summer jobs with Federal agencies in Washington. Work also has started on a Mexican-Spanish edition of the new Nonreading Aptitude Test Battery which will be specifically directed at the Spanish-monolingual.

One of today's largest single manpower programs is for migrant farmworkers, most of whom are Spanish-speaking. The National Migrant Worker Program—popularly known as "The Last Yellow Bus" because of the battered vehicles used to transport these people to the fields—is now serving about 6,000 trainees and their families in 15 States. The Manpower Administration is investing $20 million to help these workers make the transition from seasonal farmwork to more stable employment. Unique aspects of the program are that the enrollees themselves are participating in the planning and operation, and comprehensive manpower and support services are being provided for the total family unit.

The Department of Labor also has moved decisively in another area to help those farmworkers. In April of last year, 16 organizations and 398 individuals filed a complaint with the Secretary of Labor against the Rural Manpower Service. The Manpower Administration's Special Review Staff was assigned to make a thorough investigation of the charges. The 10-month review covered 18 States and 73 local Rural Manpower Service and State employment service offices and culminated with the publication this spring of a lengthy report outlining the problems uncovered. As a result of the findings, the Secretary of Labor ordered a 13-point program of corrective action to insure better working con-

Chart 1
Spanish-Speaking Participants By Manpower Program Fiscal Year 1972



ditions, better service, and improved protection for migrants.

Specifically, the Secretary ordered more resources to be directed to services in rural areas and to enforcement of the agricultural minimum wage, correction of civil rights violations, better enforcement of child labor laws, improved mechanisms for handling worker complaints, and improved safety and health standards. The Secretary also moved to insure that earnings of domestic workers are not depressed by the presence of foreign workers and he ordered better monitoring of prevailing wage surveys.

Day Haul Changes Ordered

The Secretary directed that farmworkers be more fully informed as to pay and working conditions in advance of taking a job, and that day haul operations be brought into conformity with employment service policies and standards. Steps also were taken to improve internal procedures and to open jobs in the Rural Manpower Service to people with a broader range of education and experience.

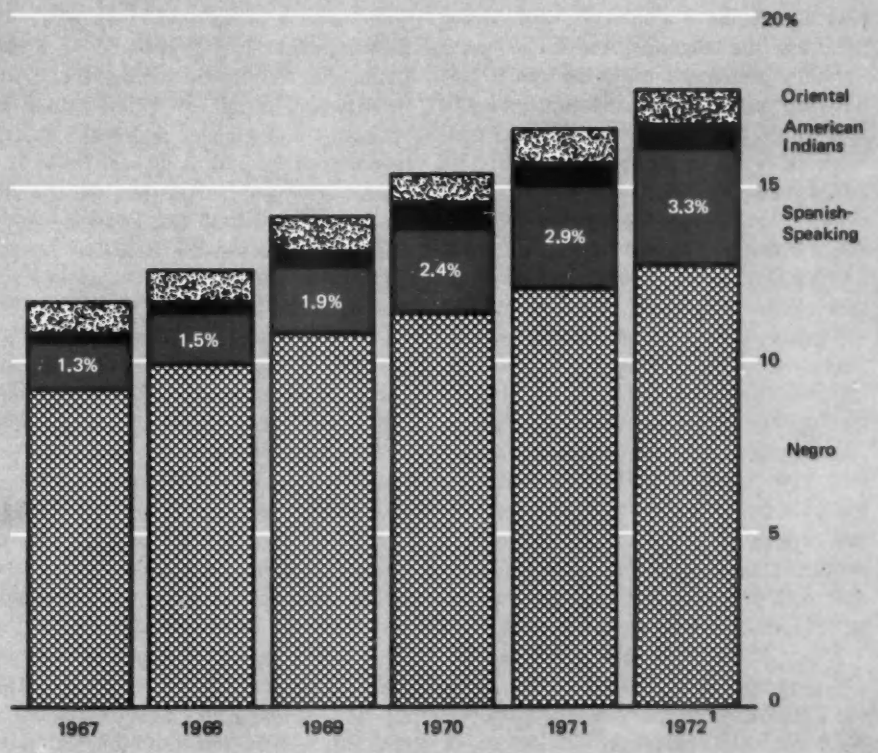
One of the Manpower Administration's most persistent problems has been in increasing the number of Spanish-speaking employees in its own operations and those of the State employment services. While progress is being made on both fronts, much remains to be done. The Spanish-speaking now comprise 3.3 percent of all personnel with the State employment services, compared with only 1.3 percent in 1967 (see chart 2). In the same 5 years, their representation at the executive-managerial and professional-technical levels rose from 1.3 percent to 2.4 percent. Some 2,600 Hispanos now hold jobs in the employment services and more than half are at the executive-managerial and professional-technical levels.

Within the Manpower Administration, the Spanish-speaking comprised 5.2 percent of regional employment and 3.1 percent of total employment at the beginning of this fiscal year. This compares with only 1.7 percent of total employment in August 1968, when these figures were first compiled. At the top levels, grades 15-18, policymaking jobs paying $25,583 to $36,000, overall Spanish-speaking representation has climbed to 4 percent, compared with 2.2 percent in September 1970, the date compilation of these figures began.

The Federal Government is fully committed to bringing more people of Spanish origin into Government jobs. In 1970 President Nixon announced a 16-point program designed to accomplish this. The program ordered an intensified recruitment drive in colleges and in areas with heavy concentrations of the Spanish-speaking, new methods to assure equal employment opportunity within the Federal Service, the opening up of more Government jobs to Hispanos, and the hiring of more teachers of the Spanish-speaking for summer employment.

The President also called for a special effort to recruit Spanish-surnamed veterans, for a number of steps to make Fed-

Chart 2
Minority Staffing of 50 State Employment Security Agencies, 1967-72



[1] *Preliminary tabulations from mid-fiscal Year 1972 State reports.*

eral hiring officials more aware of the job problems of the Spanish-speaking, for upgrading of Spanish-speaking people already in Federal employment, and for better data generally on how minorities were faring in the Federal service.

The President specifically directed the Department of Labor to "explore the feasibility of establishing an intergovernmental training facility for upward mobility and skills training for Federal, State, and local careers in the Southwest, probably in San Antonio." This order has already borne fruit. The Department of Labor last November agreed to transfer more than $430,000 to the U.S. Civil Service Commission to establish a training school in San Antonio for lower paid employees in the three designated levels of government. The training school is providing upward mobility training exclusively and the majority of participants are Mexican Americans.

Spanish Classes Offered

Furthermore, the Manpower Administration has enrolled a significant number of Spanish Americans in the upgrade components of its Public Service Careers Program. It also offers Spanish language classes in the Boston region to all employees who have a job-related need for the use of the language. And it has issued a policy statement requiring State employment service offices to hire minority staff at the clerical, managerial, and professional levels in numbers proportionate to the total population.

The Labor Department's new Occupational Safety and Health Administration is addressing itself to the work-related problems of farm employees. These employees are further protected by the Employment Standards Administration against violations of the agricultural minimum wage law. And recently issued Labor Department regulations bar government contractors from using tests or other selective methods that discriminate against minorities or women. Tests or other screening devices must be properly validated and their measurement must correlate with job performance requirements.

None of this should be construed as self-congratulation. In spite of all efforts, the Labor Department and its Manpower Administration recognize that a lot of ground still needs to be covered to safeguard the civil rights of the Spanish-speaking and to improve their economic prospects. Too many employers still discriminate, and too many government agencies and other organizations still are careless in meeting the needs of those in poverty.

But there is today a greater awareness and respect in Government for human dignity and human needs, and a realization that a more vigorous effort is required of every person involved in manpower—inside or outside the Government—to satisfy these needs more fully.

As a result, the prospects for the Spanish-speaking in the manpower area in the seventies is bright. The initiatives taken in the past few years are beginning to pay off. Nowhere is this more visible than in program content and policy planning. In recognition of the special needs of the Spanish-speaking and other minority groups, the Manpower Administration has established the Division of Special Program Development to review existing manpower program models and to recommend modifications that take into account the unique needs of minority groups. This Division's work has already led to funding of seven major projects around the Nation to improve English language training.

Even more important for the future was the Department of Labor's action in appointing a study group composed of Spanish-speaking people to review manpower programs and policies and make recommendations for improving services to Hispanos. During their research, members of the group visited 22 cities in the United States and Puerto Rico to discuss policies and gain information from manpower specialists at the local level. The group proposed a number of specific actions last year in a report, "Strengthening Manpower Programs for Spanish-Speaking Americans," and a special task force has been appointed inside the Manpower Administration to implement their recommendations.

One outcome of these recommendations was the announcement in April that an additional $7 million had been set aside by the Manpower Administration to help assure equity for the Spanish-speaking in manpower programs. The money was earmarked for such key items as increased language training and hiring 40 Spanish-speaking staffers in 40 cities to work on the local and State manpower planning councils (CAMPS). The latter action involved the Spanish-speaking in mainline planning of manpower programs at the grass roots level.

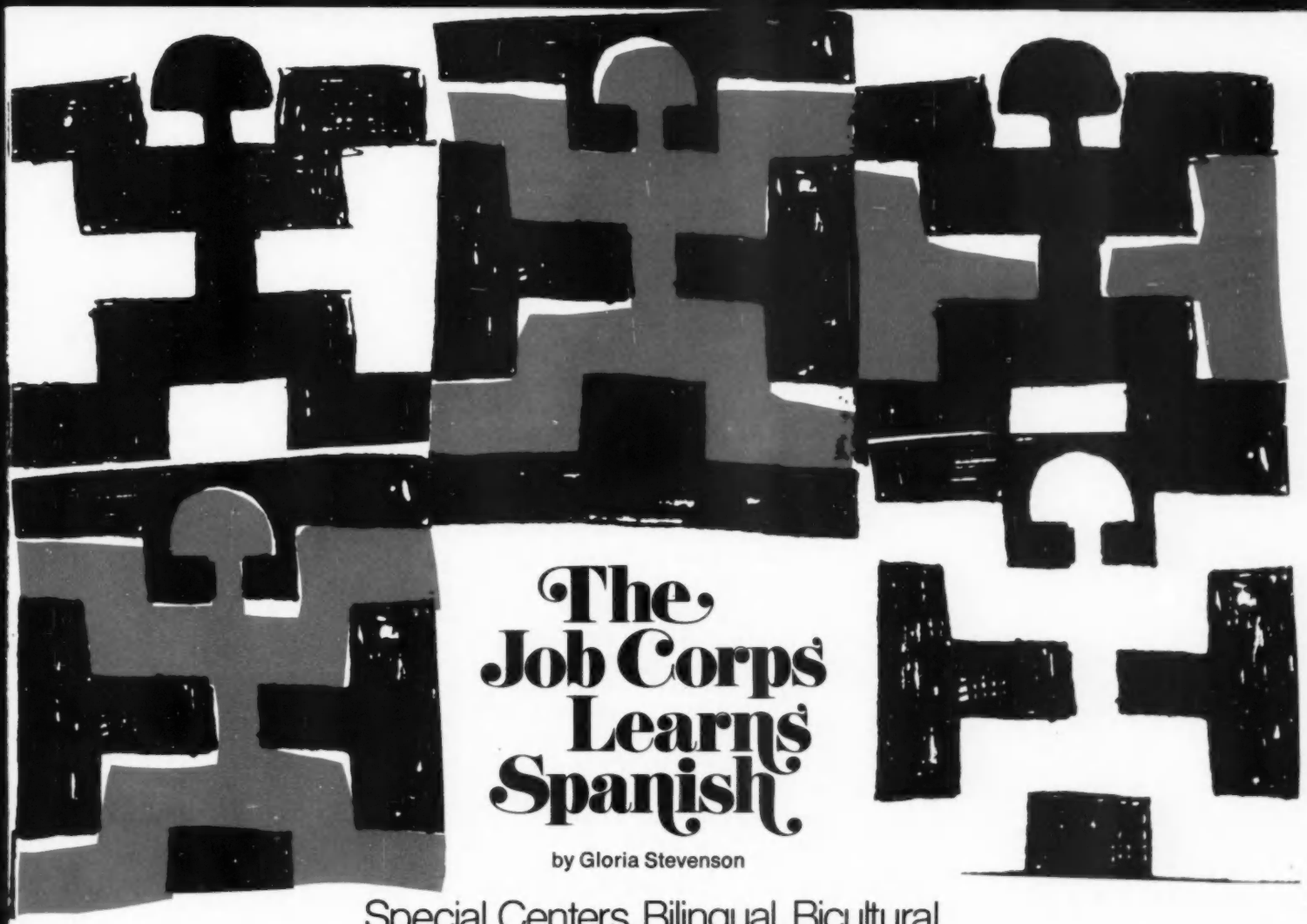
The Manpower Administration also directed the State employment services to hire more Spanish-speaking individuals and subcontractors to carry out the expanded Work Incentive Program (WIN), which seeks to move people off welfare into jobs. More technical assistance was ordered for Spanish-speaking organizations seeking manpower funds at the local level, and better communications were established between the Department of Labor and Spanish-speaking groups.

Finally, and perhaps most significantly, the Secretary of Labor invited several leaders of the Spanish community to meet with him in July to discuss the problems of their people and advise him on what more he could do to help. This group, known as the Ad-Hoc National Coalition of Manpower Organizations, includes officials of the American G.I. Forum, the League of United Latin American Citizens, the Southwest Council of La Raza, the Puerto Rican Forum, SER, the National Spanish-Speaking Management Association, the Valle del Sol Coalition, Acción, and the Santa Clara Valley Skills Center.

'Era of Cooperation' Hailed

The most important outcome of the conference was a proposal by the Secretary that the ad-hoc group constitute itself as a permanent body to advise him on matters affecting the Spanish-speaking. This offer was accepted and the group immediately issued a statement that hailed the beginning of "a new era of cooperation and understanding between a major Federal agency and the Latin community in the United States." The chairman of the coalition went on to add:

"We are tremendously gratified by the sensitivity, understanding, and sincerity shown to us by Secretary Hodgson. Our discussions were frank, direct, and without the usual rhetoric. We are convinced that, for the first time, a Federal bureaucracy which affects the lives of our people has opened its eyes, ears, and heart to our concerns and expectations. We are confident that we will achieve a new level of cooperation and active coparticipation between a major Federal agency and a citizen group." □



The Job Corps Learns Spanish

by Gloria Stevenson

Special Centers, Bilingual, Bicultural Programs Mark Efforts to Help Spanish-Speaking Youth

During the past 2 years, the Job Corps has geared four of its national centers to serve the Spanish-speaking, set up three new centers in or near barrios, established a program to serve Puerto Rican youth from New York City, upped its proportion of Spanish-speaking staff members, developed guidelines for bilingual instruction and cultural awareness programs, and strengthened its Spanish language recruitment activities.

During the past 2 years, in short, the Job Corps has become far more responsive to the unique needs of disadvantaged Spanish-speaking youth.

Spanish-speaking young people—and this term is used here to describe youth descended from Spanish-speaking cultures; they may actually speak English, Spanish, or both—have been enrolling in the Job Corps since it was established in 1965. For several reasons, however, this residential program offering basic education and vocational training to disadvantaged 16- to 21-year-old youth seldom met the needs of Hispanos.

The Job Corps, like most of the Nation's programs and institutions, was developed by and for English-speaking Americans. No program was established for Spanish-speaking youth, and the only centers specifically designated to serve them were five in Puerto Rico, three of which were closed in 1969. Most other centers were ill-prepared for Spanish-speaking participants, and some actually turned away those who could speak no English.

Centers with relatively large Spanish-speaking enrollments offered English lessons, but few instructors taught in Spanish. Thus Corpsmen who spoke little or no English had to postpone vocational training and basic education until they had mastered enough English, or to struggle through classes they barely understood.

Moreover, a general scarcity of Spanish-speaking staff left the Job Corps largely insensitive to the language difficulties, cultural values, adjustment problems, and counseling needs of the Spanish-speaking. As late as mid-1971, the earliest date for which figures are available, only 7.5 percent of all staff members—including those in Puerto Rico—spoke Spanish, even though 11.7 percent of all Job Corps trainees were of Spanish origin.

The Manpower Administration, which runs the Job Corps, faced up to the need to correct these deficiencies late in 1970. "At that time," explains Xavier Mena,

Mrs. Stevenson is a member of the staff of the OCCUPATIONAL OUTLOOK QUARTERLY.

Job Corps *continued*

Labor Dept. photos
by Robert Moeser

now Job Corps deputy director, "a decision was made that a Federal program such as the Job Corps could not continue without meeting the needs of all Americans, regardless of language, culture, or national origin." A variety of program changes followed.

An initial step was the designation of four Job Corps National Centers—women's centers in Albuquerque, N. Mex., and Drums, Pa., and men's centers in San Marcos, Tex., and Edinburg, Ind.—to develop special programs for the Spanish-speaking. These centers, which receive youth from multistate regions, are particularly useful for serving young people from rural or other areas where job and training opportunities are limited.

Early this summer, 64 percent of the 395 Corpswomen at Albuquerque were Spanish-speaking, and the Keystone center at Drums was recruiting 150 Spanish-speaking young women for its 496-woman facility. The 3,000-man Gary center at San Marcos, which offers training in 34 occupations, had begun to recruit 1,000 Spanish-speaking Corpsmen, and the Atterbury center at Edinburg was gearing up to incorporate 700 Puerto Ricans among its 1,770 enrollees.

In addition, the Job Corps has opened local residential centers for young men from the barrios of Phoenix, El Paso, and San Jose, and a center at Fort Totten on Long Island for Puerto Rican youth from New York City. These centers serve only youth from the immediate area, and to increase the Corpsmen's chances of finding local employment they offer training in occupations in which there is a shortage of workers in the community. In June, Mexican Americans made up about 95 percent of the approximately 250 men at the El Paso center and about 40 percent of the 350 Corpsmen at the Phoenix center. The recently opened San Jose center is slated to have 250 Corpsmen, about 80 percent of them Mexican American. About 80 percent of the 250 young men at Fort Totten are Puerto Rican.

Staff Serves as Role Models

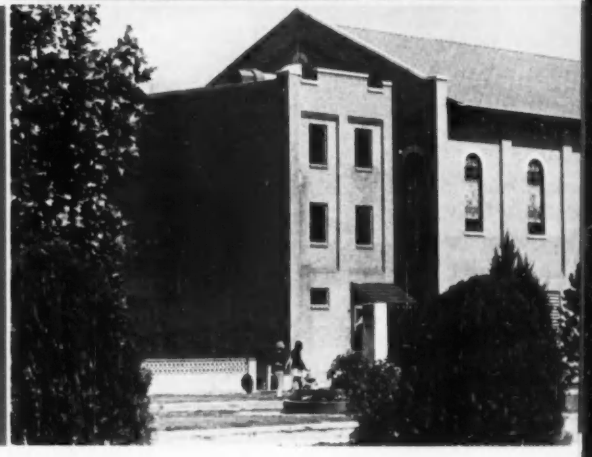
As it established these centers, the Job Corps also began to recruit Spanish-speaking adults to staff them. The proportion of Spanish-speaking staff members throughout the Job Corps had risen to 9.5 percent by January 1972. More importantly, perhaps, the number of Spanish-speaking staff members in key posts at centers geared to serve the Spanish-speaking is now substantial. In May, 70 percent of the professional staff members at El Paso were Spanish-speaking, as were 30 percent of the professionals at San Jose and 36 percent at Phoenix.

Besides understanding the language, culture, and needs of Hispanic Corpsmen, these staff members serve as role models. According to Mena, who was appointed Job Corps deputy director in December 1970, youth from Spanish-speaking communities have few successful people to look up to and imitate. Those Spanish-speaking persons who do succeed, Mena says, traditionally have tended to leave the community.

The Job Corps is making greater efforts to recruit Spanish-speaking participants as well as Spanish-speaking staff. About a year ago, Job Corps headquarters prepared Spanish language recruitment booklets and posters.

Most Job Corps recruitment is done through the Federal-State employment service system, and local offices use a variety of techniques to reach Spanish-speaking youth. W. J. Hood of the Texas Employment Commission reports that his agency employs Spanish radio, television, and newspaper publicity about the El Paso center; distributes recruiting brochures and leaflets; does periodic door-to-door canvassing in housing projects where substantial numbers of Spanish-speaking people live; contacts youngsters on school "dropout lists;" and works with barrio workers from the local Community Action Program. Hood adds, however, that "grapevine stories of successful graduates of the center are perhaps the most effective recruiting aid."

Some Job Corps recruiting also is done by various groups and agencies representing the Spanish-speaking. For example,



the Women's Auxiliary of the American G.I. Forum, a group operating mainly in the Southwest, recruits Corpswomen. In New York City, recruiting is done by the Puerto Rican Community Development Project and the Commonwealth of Puerto Rico, which maintains an office in the city.

These efforts are paying off. Early this year, 12.6 percent of the 20,796 youth enrolled in the Job Corps were Spanish-speaking, compared with 11.7 percent less than a year before.

Perhaps the most important aspect of the Job Corps' new push to serve the Spanish-speaking is the development of educational, skill training, and cultural awareness programs tailored to meet their needs. Actual program development is left to each individual center, but the Job Corps Office of Program Development has adopted general overall guidelines. These guidelines are based on the belief that Job Corps educational efforts should be relevant to the immediate personal, vocational, and social needs of Spanish-speaking youth, and that no penalties should be levied on those whose first language is Spanish. This has led to a move toward bilingual instruction.

Leon Schertler, head of the Job Corps Division of Program Direction and Coordination, explains the worth of bilingual instruction very simply: "One and one are two, and uno y uno son dos. No matter what language you use, the facts are the same."

Although the Job Corps is moving toward bilingual instruction, it is continuing to teach Spanish-speaking Corpsmen English. The Job Corps' English as a Second Language (ESL) Program, now offered at all centers chosen for service to Spanish-speaking Corpsmen, includes pronunciation drill, vocabulary, conversation, grammar, and reading.

The Job Corps does not believe, however, that Hispanos should be expected to give up their own language, or be made to feel that Spanish is "un-American" or inferior. On the contrary, the Job Corps Office of Program Development has recommended that centers with substantial Spanish-speaking populations offer both Corpsmen and staff members courses in the history and culture of Spanish-speaking groups. Job Corps officials hope that increased awareness of the culture of Spanish-speaking groups will reduce bias and discrimination, and will help Spanish-speaking Corpsmen develop greater pride in their heritage and in themselves.

The various centers are responding to the call for bilingual instruction and cultural awareness training in ways which reflect the needs of their client groups. Programs at El Paso, Albuquerque, and Fort Totten indicate the variety of approaches being used, as well as some of the problems these centers face.

El Paso, just across the Rio Grande from Juarez, Mex., is a bilingual city; more than half of its population is Spanish surnamed, and movement across the border is easy and constant. It is thus not surprising that the El Paso Residential Manpower Center for Men, opened in September 1970, is the Job Corps' first completely bilingual center.

Both the center director and deputy director are Mexican American and 68 of the center's 78 staff members are bilingual. About 95 percent of the enrollees are Mexican Americans or Mexican nationals who have been admitted for permanent residence in the United States, and most live in the barrio of South El Paso. Young men knowing little or no English can begin basic education or vocational training immediately at El Paso—a factor of considerable importance since of the 247 young men at the center in June, 109 spoke no English when they entered the program.

These youth need to learn English "to compete for jobs in an English-speaking country," said center director David Carrasco. But Carrasco, a native of El Paso, feels that Mexican Americans should not give up their own language and culture.

"When I was growing up," he said "you had to Anglicize yourself to get ahead. But that's cheating yourself. It's a great privilege to be able to get tears in your eyes when listening to the national anthems of two countries."

To help Corpsmen develop pride in their heritage, the center offers a cultural awareness course which describes the history of the Indians from Mexico, their conquest by the Spanish, the resulting colonial period, the Mexican Revolution, and the current Chicano movement. A cultural awareness program for staff members includes performances by Mexican singers and dancers, and lectures by experts in bilingual education and the culture of Mexico.

The El Paso center is run by the Texas Educational Foundation, Inc., a nonprofit corporation, under a contract with the Manpower Administration. The center offers training in six occupations in which the Texas Employment Commision says there is a shortage of workers in the El Paso area. These are auto mechanic's helper, building maintenance helper, cook's helper, diesel engine repairman, nurse's assistant, and welder. From the center's opening 2 years ago through last May, the Texas Employment Commission reports, 184 corpsmen have been placed in jobs related to their training.

Job training is tailored to meet the vocational aspirations of El Paso Corpsmen as well as the manpower needs of the community. Les Miller, vocational supervisor of the center, recalls, for example, that a building maintenance program initially offered at the center was unpopular because many Corpsmen were unwilling to train for work that was essentially custodial.

Learning Through Hands

The course subsequently was revamped to offer training in a variety of skills required in building maintenance—such as plumbing, carpentry, masonry, blueprint reading, and air-conditioning repair —as well as custodial skills. Now the course has more enrollees than any other vocational program.

Butch Lopez, a union carpenter who teaches in the course, uses a sensory approach that encourages Corpsmen who lack reading or language skills. "You've got to learn what the wood feels like in your hands," he tells his students, "and you have to know how different kinds of paint look and smell and feel. Sometimes you have to know what the plaster tastes like so you can tell what kind it is. You can't learn this from books. You've got to learn it through your hands."

One of the center's problems has been to convince El Paso's Spanish-speaking community that the program is "for real." As Les Miller bluntly put it: "Mexican Americans in El Paso have been misled too many times, and they're leery." Carrasco has attempted to overcome this attitude by hiring staff members familiar with El Paso's poor South Side and by working with a community relations council made up of El Paso's business and civic leaders.

Fighting the tendency of youngsters to drop out at the first sign of difficulty is a continuing concern at El Paso. Staff members try to prevent dropouts through counseling, by working with parents when Corpsmen have family troubles, and sometimes by taking direct personal action to help solve a Corpsman's problems. One staff member prevented a youngster from dropping out by lending him money to pay a debt.

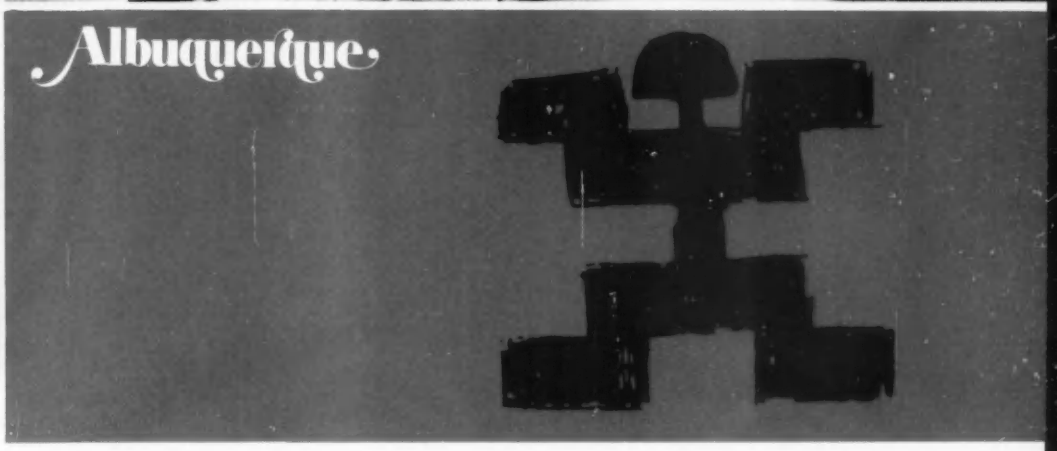
From its opening in 1970 through last June, the El Paso center had enrolled 728 young men. Of that number, 209 had completed their training, 272 had dropped out, and the remaining 247 were still in training. Of those who had completed training, 152 were placed in jobs and five went on to college. Of the 272 dropouts, 191 had been placed in jobs, schools, or other training programs, or had entered the military service.

Unlike El Paso, the Albuquerque Job Corps Center for Women draws participants from a wide area. First established 6 years ago, the center has undergone two major changes since 1971. It has moved from a downtown hotel to an attractive 19-acre campus formerly housing an orphanage, and its enrollment has changed from about 60 percent black to nearly 70 percent Spanish-speaking.

Center director Jack Carson said both changes have improved the center's efficiency—the first by providing additional space and a more pleasant atmosphere, and the second by bringing the center's population more in line with the population of Albuquerque, which is heavily Spanish-speaking but only 1 percent black. Spanish-speaking enrollment at the center is expected to continue to grow to about 80 percent.

Most of the center's trainees are young women from the Southwest of Spanish or Mexican descent, and about half are from job-poor rural areas. In line with its aim to create an atmosphere relevant to the needs of these young people, the center early this year hired a new deputy director, Lorraine Gutierrez, and a coordinator of bilingual program development, Antonio Vigil. Both hold advanced degrees in bilingual education, and both recently participated in a year-long University of New Mexico project to develop bilingual educational materials for schools in New Mexico.

The center has increased its proportion



of Spanish-speaking staff members from 29 to 48 percent, trained the staff in the Job Corps' new bilingual, multicultural approach, and set up Spanish lessons for English-speaking staff members.

An important new opportunity was offered Albuquerque's Spanish-speaking trainees earlier this year when the University of New Mexico began giving the general educational development examination (the so-called GED or high school equivalency test) in Spanish for the first time. The first seven Corpswomen to take the new test passed and their scores were considerably higher than those of Corpswomen who had taken it in English. One of those who took the Spanish version got the highest score in the center's history and has since been accepted by a California college. The certificate issued by the State to those who pass the GED does not indicate the language in which the test was given. The National Office of Job Corps is currently contemplating the development of an advanced general education program in Spanish.

The Albuquerque center, for which Teledyne-Packard Bell is the contractor, offers vocational training for electronics assemblers, keypunch operators, clerk-typists, stenographers, small business machine operators, switchboard operators, retail sales personnel, dental assistants, and nurse aides. In addition, training in other health occupations is available at the University of New Mexico Medical Center. While in training, the women receive the standard Job Corps allowance of $30 a month. And when they leave the Job Corps those who have stuck with it for at least 6 months receive a lump-sum readjustment allowance of $50 for each month spent in the program.

Albuquerque's placement rate is one of the highest of all women's Job Corps centers in the Nation. Center placement coordinator Jim Rowe said that since June 1970, 81 percent of all Corpswomen who have completed enough vocational training to be considered employable have been placed in jobs, schools, or other training programs. About 60 young women have been placed in colleges, and placement of those completing stenography training is 100 percent, partly because of the great demand for bilingual secretaries throughout the Southwest.

To find jobs, many of the Albuquerque Corpswomen who come from areas with few employment opportunities must relocate after training. Quite a few settle in Albuquerque—electronics assemblers

El Paso

and medical workers are particularly in demand there—and the center attempts to place others in cities with large Spanish-speaking populations.

Relocation presents problems, Rowe pointed out, because many of the young women are reluctant to move away from their families, and their families often are reluctant to have them move. To help ease the transition for girls who do relocate, the center works closely with 17 YWCA centers which have contracts to provide Job Corps graduates with work experience and a sheltered living situation. While living and working at the Y, former Corpswomen have a chance to explore and adjust to a new city. Eighteen of 30 Corpswomen who graduated last June were placed in this program.

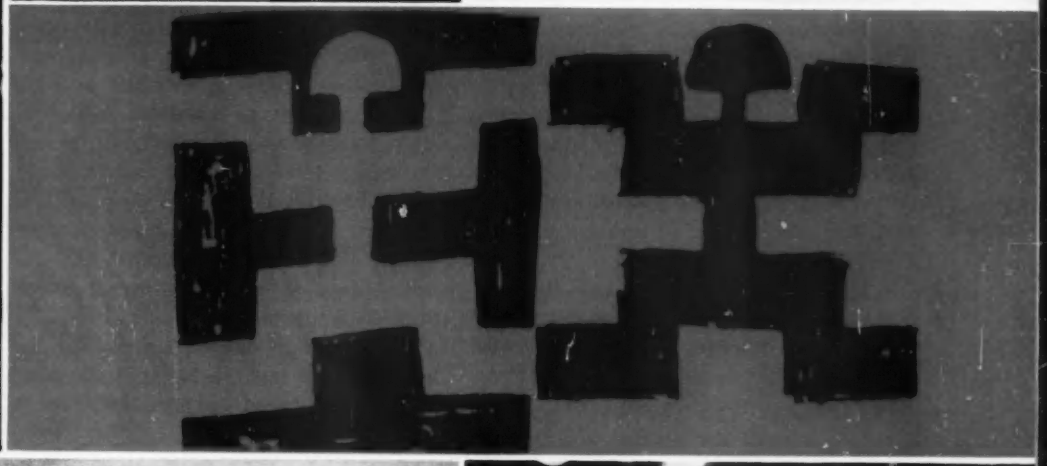
The reluctance of Spanish-speaking families, especially those in rural areas, to allow their daughters to leave home also creates recruiting problems, center officials said. To overcome this, recruiters explain in detail what the center is like, show slides of the center, and take Spanish-speaking Corpswomen along on recruiting talks. Many families feel more comfortable if two daughters enroll together; early this summer a half dozen Spanish-speaking families had two daugters at the center and two had three.

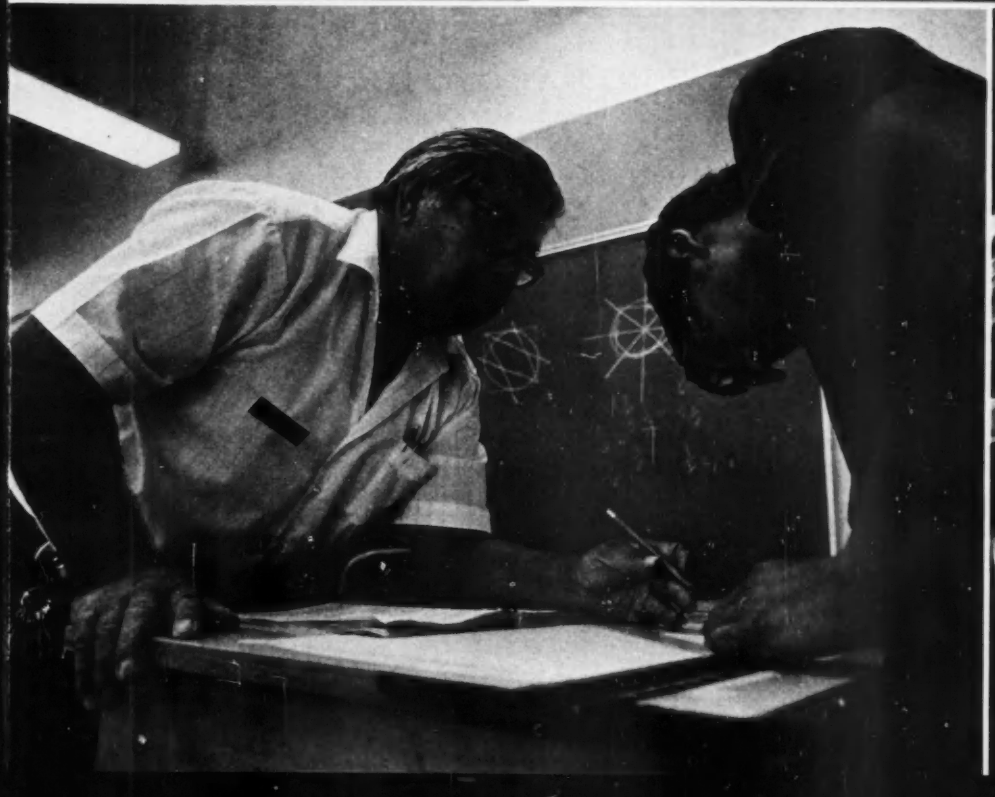
Although the background of the Puerto Rican youth at the Fort Totten installation on Long Island is different from that of the Mexican American youngsters at the Southwest centers, they face many of the same problems. Fort Totten (its official title is the New York Residential Manpower Center) is a pre-Civil War fort, but center director Luis Fuentes says few of the 250 Corpsmen there care about its history. "They're too busy worrying about whether the rent collector will throw their mothers out this month, or whether or not their families have hot water," he said.

About half the Corpsmen at the center are Spanish-speaking, the majority being Puerto Rican and the rest coming from the Dominican Republic and other Latin American countries. Nearly all the remaining Corpsmen are black, and all are recruited from New York City.

Fuentes estimates that about 30 percent of the center's entering Corpsmen speak no English. These youth are assigned a bilingual "buddy" who helps them adjust to the center, and are given a handbook and instructional materials written in Spanish.

Bilingual vocational instructors make it possible for non-English speakers to be-





gin training immediately for jobs as heavy and light truckdrivers, forklift operators, carpenters, automobile mechanics, body and fender repairmen, electricians, and television repairmen and technicians. Bilingual instruction for the GED test also is given, and New York permits the test to be taken in Spanish.

The center, the operation of which is contracted to RCA, works closely with the Puerto Rican Forum, a nonprofit organization devoted to improving the lot of Puerto Ricans. Forum representatives have taught center instructors how to use the Forum's Basic Occupational Language Training (BOLT) Program, which emphasizes job-related English; given English-speaking staff members 75 hours of instruction in Spanish; and offered staff members a course in Puerto Rican culture.

The Forum also has developed a 3½-month course for Corpsmen in the history and culture of Puerto Rico. Dr. Clotilde Linares, director of Hispanic programs at the center, explained that since New York public schools usually don't teach Puerto Rican history and culture, much of the information is new to Spanish-speaking Corpsmen.

The course constitutes half the center's cultural awareness program; the other half describes black history and culture. "We encourage Corpsmen to take both parts of the program," Dr. Linares said. "We want them not only to work and live together, but to know each other's heritage." She said many Corpsmen are surprised to find that the cultural patterns of the two groups are often similar. Musical patterns are very much alike, she noted, and both blacks in the United States and Puerto Ricans have been subject to slavery.

Dropout Causes Cited

The center supplements cultural awareness classwork with field trips. Last year, for example, Corpsmen attended performances of the Puerto Rican Traveling Theater, which presents plays by Puerto Rican authors. They also attended a Museum of Natural History series on African-Carribean culture. The center celebrates Puerto Rican holidays by serving traditional Puerto Rican food, and presenting programs about holiday customs. Martin Luther King Day is commemorated as well.

It is too early to assess the impact of the center's programs; only 22 Corpsmen had completed training by early summer and only 10 had received their GED's. Like the El Paso center, however, Fort Totten has found that convincing enrollees to stick with the program is one of its biggest problems.

Fuentes offers several reasons for the high dropout rate, including feelings of hopelessness based on previous failures, fascination with street gangs and life "on the streets," and worries about family difficulties. The center attempts to overcome these feelings through intensive, individualized counseling. Fuentes also is planning to invite street gangs to use the center's recreational facilities and talk with staff members. He feels this may help to reduce their "glamour" in the eyes of Corpsmen, and may provide the center with new recruits.

Experiences at El Paso, Albuquerque, and Fort Totten support Job Corps Deputy Director Xavier Mena's contention that over the past 2 years the Job Corps has "identified the problems and focused on significant objectives to bring the Spanish-speaking into mainstream America." These experiences also show, however, that helping Spanish-speaking youth overcome language difficulties, poverty, discrimination, and misguided exhortations to shed their own culture will not be easy.

El Paso center director Carrasco sums up both the promise and the frustrations inherent in the Job Corps' new thrust toward bilingual, multicultural programs when he says, "Many people believe the Job Corps is a second chance for Spanish-speaking youth, but that's not true. It's a first chance. And the hardest thing about running this center is knowing that, for some, the chance may be coming too late." □

El Paso Center director David Carrasco: "It's a great privilege to be able to get tears in your eyes when listening to the national anthems of two countries."

Lorraine Gutierrez, deputy director of the Albuquerque Center, chats with a Corpswoman.

News & Notes

The National Spanish Speaking Management Association (NSSMA) has been awarded a 1-year contract for nearly $70,000 by the Small Business Administration to provide management and technical assistance to businessmen, primarily Spanish-speaking, in the Washington, D.C., metropolitan area. NSSMA is a Washington-headquartered nonprofit corporation created in December 1970 to help Spanish-speaking groups participate in manpower and other government programs. The organization is now operating a program of technical assistance, research, evaluation, and training for Spanish-speaking groups seeking Federal contracts. This 16-month program, funded for $300,000 by the Office of Economic Opportunity, runs to the end of this year. By that time, NSSMA plans to have ready for publication two national directories, one of Spanish-speaking community organizations and a second of Spanish-speaking manpower experts.

* * *

What opportunities in the high-paying apprenticeable trades are open to Spanish-speaking youth? What are the basic requirements for entry? The answers can be found in "Pues, Alfredo?", one of 32 Manpower Administration films aimed at jobseekers and employers. Now available for public sale or rental, "Pues, Alfredo?" is a 28-minute, 16 mm. sound color film aimed at Hispano high school students and veterans. Inquiries should be addressed to the National Audiovisual Center, Washington, D.C. 20409.

* * *

The Southwest Council of La Raza (SWCLR) recently established the Nation's first Chicano owned and operated Minority Enterprise Small Business Investment Company (MESBIC) at Phoenix. MESBIC provides advisory services and long-term loans to small businesses owned by the socially or economically disadvantaged. Funded mainly by the Ford Foundation, SWCLR, with offices in Phoenix and Washington, D.C., is a nonprofit corporation devoted to manpower training, housing, education, health, and economic development for Mexican Americans and other Spanish-speaking people. A recent conference in Washington for SWCLR's 16 affiliates was made possible by funds received from the Manpower Administration.

The American G.I. Forum has received a $2.8 million contract from the Manpower Administration to help Spanish-speaking Vietnam veterans get jobs or training. Under the 18-month contract, 12,000 to 13,000 ex-servicemen will be counseled, referred to skill and educational training opportunities, or placed on jobs. Bilingual Vietnam veterans will be recruited for staff positions to carry out this national program. The Forum was established specifically to serve Spanish-speaking veterans.

* * *

More than 240 Spanish-speaking people have been given English language training in Washington, D.C., over the past 3 years through Project ADELANTE, which stands for Adult English Language Training Experience. The participants have been doctors, nurses, dentists, social workers, teachers, engineers, accountants, secretaries, and other skilled Spanish-speaking immigrants from more than 20 countries. The project, funded by the Manpower Administration through the Washington Technical Institute, has given enrollees about 8 months of full-time language instruction, with special emphasis on vocabulary relating to each student's vocation. Students received living allowances of $60 a week and up, based on need.

* * *

Edward William Aponte, 32, a New Yorker of Puerto Rican background, has been named Regional Manpower Administrator in New York. He is responsible for the Manpower Administration's employment, work-experience, and training programs in New Jersey, New York, Puerto Rico, and the Virgin Islands. Aponte had been serving in Washington as executive director of the Cabinet Committee on Opportunities for Spanish-Speaking People.

* * *

About 275 Mexican American migrant farmworker families from Laredo and Eagle Pass., Tex., will participate in a 1-year, $2 million model relocation project that runs to next June 30. The project provides migrants with training and job placement in the Houston-Beaumont-East Texas areas, as well as counseling and housing, health, and day care services. It is jointly funded by the Manpower Administration and the Office of Economic Opportunity.

A Chance to Be

by Patricia Marshall

Operation SER Offers Array Of Services in 29 Communities

Mexican Americans living on the East side of San Jose, Calif., call their part of town "Sal Si Puedes." It means: "Get out if you can."

What they are trying to escape is their own poverty. The East side, which is largely Mexican American, has the worst housing, the lowest incomes, and the highest unemployment in San Jose. Large numbers of its residents have severe educational deficiencies and inadequate urban work skills. Problems in English language usage are widespread. This is especially true of the many families who worked as farm laborers until orchards and farmlands in Santa Clara County were taken over by industry, suburban sprawls of single-family homes, and agribusinesses run with labor-saving machinery.

Illiteracy—both in Spanish and English, as they say on the East side—is common.

Operation SER also is in San Jose's eastern sector. This is the local office of a national manpower effort directed by and for Spanish-speaking Americans. SER's name has an encouraging sound to people in the barrios—the Mexican American neighborhoods. In Spanish, "ser" is the verb "to be." Used as an acronym, the letters are spelled out as Service, Employment, and Redevelopment.

More importantly, SER offices in 29 cities offer disadvantaged Spanish Americans a host of vital services which open up pathways to education and employment. All SER offices have a bilingual staff, and all build programs around certain basic services: Counseling, vocational training, and employment assistance. Typically, local SER's also offer basic adult education and preparation for a high school equivalency certificate. A great many now are adopting English as a second language training.

But there is no national formula for SER. Instead, it shapes programs around local needs and resources.

Mrs. Marshall is assistant editor of MANPOWER.

Ties With Public Agencies

In each State, SER has an informal working agreement with the State employment service. It also works closely with other public and private agencies. These relationships serve the dual purpose of connecting Spanish-speaking communities to help that is locally available and sensitizing old-line agencies to the special needs of the Spanish-speaking.

In San Jose, SER considers its education classes one of the most important aids it has to offer people on the East side. A firm base of education is vital, this SER has found, for the hard-core unemployed to survive in the job mainstream. Without it, such persons cannot function either in vocational training or at work. Today's jobs in San Jose are sophisticated. They are in electronics, auto plants, and other durable goods manufacturing. The local economy no longer rests largely on food processing plants and similar agriculture-based industries on which many low-skilled and poorly educated Chicanos used to depend for a living.

People going into SER training in San Jose first go through orientation and counseling sessions. Then they are placed in either educational classes or vocational training.

San Jose's SER offers education on a number of levels: First, English as a second language training for persons with poor English skills; next, adult education, which is basic English and mathematics supplemented by a number of electives—driver education, naturalization information for permanent U.S. residents who are not citizens, consumer education, and information on medical clinics and other community resources. At the third educational level are studies leading to a high school equivalency certificate.

When people complete their educational classes, they are ready for the next critical step. SER helps them get a job, enter vocational training (a functional level of ninth grade is required for such training), or go to college.

A downtown office has a staff of job development and placement specialists. They keep tabs on employer needs throughout the city and county and line up job openings for all trainees. A number of large employers, such as Westinghouse and Travelers Insurance, regularly seek job applicants from SER.

The staff also serves monthly about 150 "walk-ins"—most of them Mexican American, and all of them people who simply want help finding a job. In addition, staff recruiters seek out people in the barrios who need work and match them with job openings on file at SER.

Those who opt for SER vocational training (including people who do not first require educational classwork) choose from one of three skills—welding, bilingual secretary, and accounting clerk. All are skills in demand in the San Jose area.

SER continues counseling and other supportive help during training, then finds jobs for its graduates. Once at work these persons are followed up by SER counselors at regular intervals for a year. During these followups, counselors help to iron out problems that might hurt a worker's chances of staying on the job.

For persons who choose college, SER provides information on schools and sources of financial aid. Most of the college-bound enter California State University in San Jose or go to one of the many other nearby schools in the California State system.

San Jose's SER is the only one in the Nation operating a live-in center for school dropouts. Funded with a $170,000 Model Cities grant, the center houses young men from 16 to 20 years old who have little to show for the years they were in school. Many who dropped out in the 11th grade,

for example, function at only a fifth grade level.

They are poor. About 40 percent come to the center needing shoes and other ordinary articles of clothing. They come from troubled backgrounds. Nearly two-thirds are referred to the center by the California Youth Authority.

The center offers a stable environment where youth can build a constructive self-image, learn to rein in antisocial behavior, and work toward a high school equivalency certificate in individually programed studies. Half of each resident's monthly $60 stipend is put in the bank to give him financial security when he leaves the center for college or a job.

Such services from SER help San Jose Eastsiders overcome personal obstacles standing between them and good jobs. But not all employment problems of Mexican Americans are born in the barrio. There are many institutional blocks to jobs, and SER works hard to remove them. The San Jose SER helped spur the adoption of a Santa Clara plan for equal employment opportunity in federally assisted construction in the area and also helped get an affirmative action plan for minority employment from the city.

Offices Open in 29 Cities

SER takes much of the credit for opening up county employment as well. It was instrumental in getting county adoption of an equal employment policy which aims to correct the disparity between the number of Chicanos on the county payroll (6½ percent before the policy went into effect) and the number of Chicanos in the county (about 20 percent). To underwrite its plan, the county hired a former SER staff member to be director of minority recruitment.

The 29 cities with local SER offices—10 of them opened last spring and still are in early stages of programing—are located in the West and Southwest and as far East as Detroit. After shaping program plans to fit their community situations, local SER's are funded by Jobs for Progress, Inc., the national office of SER located in Los Angeles. This is a nonprofit corporation set up by two large Mexican American organizations—the League of United Latin American Citizens (LULAC) and the American G.I. Forum.

Jobs for Progress contracts with the U.S. Department of Labor's Manpower Administration for most SER funds. In the 1971-72 fiscal year, funding for SER regular programs from this source totaled $9.5 million. In addition, the Manpower Administration funded Project Detour, a pretrial intervention program for first-time offenders operated by the San Antonio SER, at $500,000 for 18 months. The regional Manpower Administration also funded a SER-operated New Careers program in Los Angeles County for $500,000.

Small amounts of program funds come from other Federal sources, including a $100,000 grant last fiscal year from the U.S. Office of Economic Opportunity for a SER office in Washington, D.C. to serve as a liaison between SER and all Federal agencies.

As a national manpower effort for Spanish-speaking Americans, SER has come a long way since 1965, when it was born as a job placement service for people in the Houston and Corpus Christi barrios. At that time, Department of Defense officials noticed that not many Chicanos were applying for jobs in plants with Government contracts. They suggested to LULAC that it let the Mexican American community know that jobs were available and that Government contractors had a legal obligation to provide equal employment opportunity.

The first SER offices, like those of today, were located in the heart of the barrios. Manned by bilingual volunteers, these offices soon were swamped with job applicants.

One notable result of this small-scale effort was a decision by the Manpower Administration and the Office of Economic Opportunity to fund SER jointly as an experimental and demonstration project. Still small in scale—funding was about $400,000 to cover 2 years—SER began serving a larger geographic area. Moreover, SER was no longer just a volunteer placement effort. It was now in the manpower business—a program planner, administrator, recruiter, and counselor for low-income people.

SER's success as an experimental project led to its growth and present status as a major effort to draw the Spanish-speaking into the Nation's employment mainstream. It has become, as one Chicano described SER in its early days, "a dynamic engine of change" for Spanish-speaking people.

By now SER has piled up a great amount of expertise in manpower. It has blended its intimate knowledge of the language, culture, and outlook of people in low-income Spanish-speaking communities with manpower program technology and it has discovered what works in the barrios, what doesn't work—and why.

Its role is not an easy one. As a bridge between two cultures—the Anglo and the Spanish—SER is in the middle. But local SER directors, like Jose Martinez in San Jose, have learned how to function effectively from this position.

Staff Understands 'System'

"SER is one of the few places in this city that consistently has maintained good relations both with poor people and the establishment," Martinez says. "It is hard to keep the respect of both camps. But our staff understands how the system operates. They know its deficiencies and the pressures on it. And, of course, we understand our own people very well.

"We let both segments of the community know our position—and what we can deliver. In working with employers, for example, we present our ideas and points of view. When we find that an employer has set up requirements that are not job-related, we try to change these. But often an employer's requirements are valid, and we don't try to do away with those requirements. We ask him to help us bring our people to this level.

"We have never gone to businessmen asking that they do us a favor by hiring some Mexican Americans. And we have never tried to force an employer to open his doors to some Mexican Americans who were not qualified.

"We want our people to be as qualified for their jobs as the people working next to them. If they aren't, an employer will hire only a few as a token, their fellow workers will resent them, and we will have accomplished nothing."

In Corpus Christi, SER director John Bilano has a similar point of view. "Basically, we're here to serve the employer," Bilano says. "Without him, there are no jobs. We don't find jobs for individuals—we can't sell every individual to every employer. We find jobs for people. There's a difference."

Last year the Corpus Christi SER

placed more than a thousand people directly on jobs without training. This year it is putting more emphasis on training before placement, but still is trying to place 100 nontrainees a month.

Skill training at this SER also is closely tied to employer needs. For example, before starting a course in air-conditioning and refrigeration mechanics—a skill much in demand in this part of the country—SER staff went to a local refrigeration firm and enlisted its help in developing a job-related curriculum. Del Mar Technical Institute, using this course of studies, does the mechanics' training under contract with SER.

A similar arrangement was worked out for SER welder training. SER graduate welders find a ready market for their skills at IHC Holland-Le Tourneau Marine Corporation at Port Ingleside. The firm, which is building giant platforms for offshore oil drilling, needs 260 welders for each rig. However, its welders must pass American Bureau of Shipping tests. SER training focuses on test requirements—and on the jobs at Holland-Le Tourneau, where regular welders get up to $4.00 an hour plus fringe benefits. To facilitate SER training, the company contributed much of the needed equipment.

John Bilano likes to put such accomplishments in perspective. "Remember, $1.25 an hour is still the minimum wage in Texas for many occupations. A job paying $1.60 an hour is a good job here. A job paying as much as $2.50 an hour is a breakthrough for many Mexican Americans—they haven't had jobs like that before. At $3.00 and above, you're out of the world in our part of town."

Barrio Location Helps

In SER's part of town, houses are old and small. Many badly need repair. There are no sidewalks or gutters along the streets; instead, there are reed-filled, open ditches with standing water and mosquitoes. Still, along with the evident poverty there are signs that people are trying to create a better environment. There are canaries singing from cages hung on little front porches and there is hibiscus putting forth blossoms.

A substantial number of SER clients live in substandard housing. These barrio dwellings are in Tucson (left) and Corpus Christi.

Bilano knows that it takes more than a barrio location to make a manpower program relevant to barrio people. But the location helps.

Sensitivity helps, too. "Most of SER's staff was raised in some barrio," Bilano says. "We understand the adults who come to SER for help. Many of them feel they have nowhere else to go. SER is their last hope. But if we demean them in any way, or if there is any hostility shown toward them, they will leave no matter how badly they need us."

Nor do young people face any communication gaps at SER. As for those who are school dropouts, Bilano himself was one. He got his high school equivalency certificate in the Navy, and under the G.I. bill went to Texas A. and I. University where he got a master's degree in administration. He has been a local school teacher and director of Federal programs for the school district.

Bilano says the Mexican American school dropout rate runs about 80 percent in the area. "You might think that those who graduate could get decent jobs," he says. "They are the elite. But they also are unskilled. Very few took any vocational courses in high school because they were too busy just getting through the required subjects. Then, when they graduate, they have to compete for jobs with dropouts. And when you compete with dropouts, wages drop."

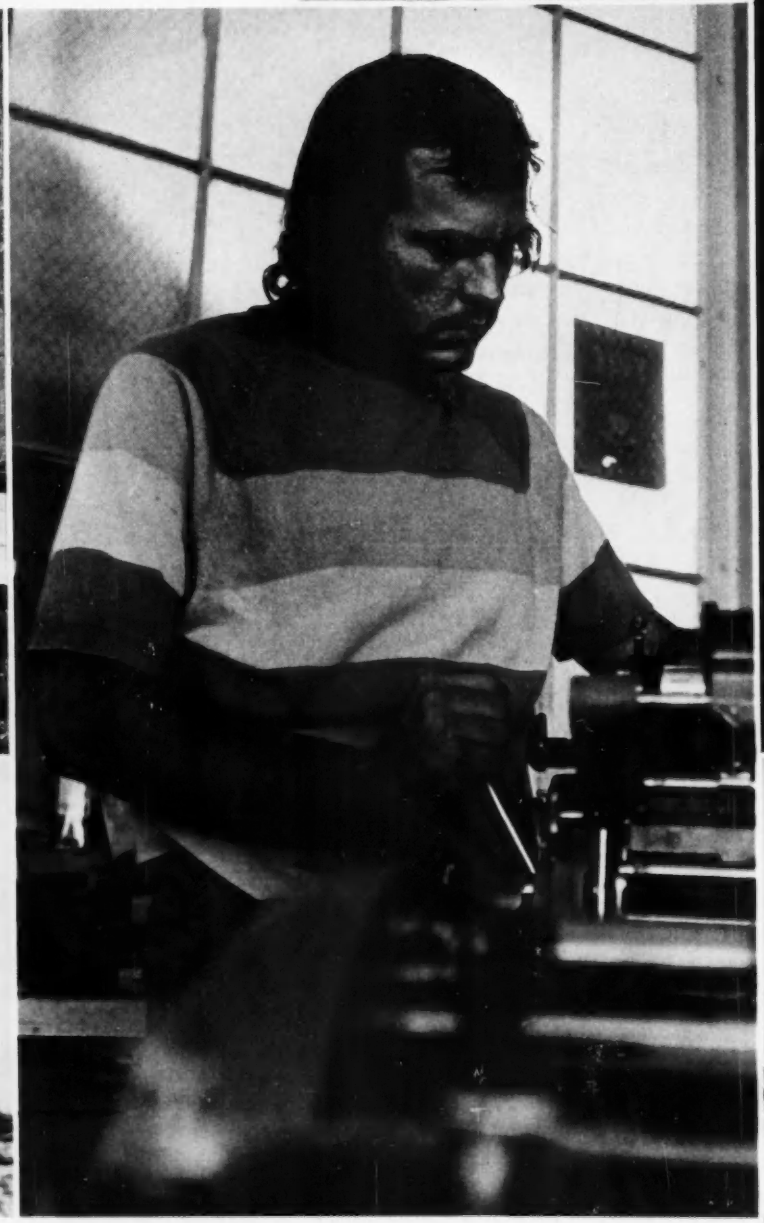
In addition to its courses in welding and air-conditioning and refrigeration mechanics, the Corpus Christi SER offers a course in auto mechanics and on-the-job training in 13 occupations at the U.S. Army Aeronautical Depot Maintenance Center (ARADMAC). Its offerings at ARADMAC include training as printer, upholsterer, machinist, spray painter, and aircraft sheetmetal worker, with SER paying trainee stipends. Since ARADMAC is committed to train but not to hire when the training ends, SER is responsible for placing graduates in jobs or in regular apprenticeship programs in the city.

SER plans to add legal secretary training and placement to its list of offerings. Other opportunities at SER stem from its use by large U.S. firms seeking to hire Spanish-speaking employees. This year SER recruited workers for Dupont, United Airlines, the U.S. Food and Drug Administration, the Federal Bureau of Investiga-

A Chance to Be *continued*

El Paso SER trainees work on an assignment in a course for medical transcribers at Longbotham, a private school.

A Tucson barrio resident discusses job opportunities with visiting SER staffer Anna Montaño.



Christina Delgado is among the SER trainees learning medical secretarial skills at Phoenix' Lamson Business College.

Through an arrangement with the Army Aeronautical Depot Maintenance Center, the Corpus Christi SER offers on-the-job training in 13 occupations, including printing.

After the San Jose SER found her husband a job, Grace Santos decided to see if the organization could do the same for her. She was placed immediately —as secretary to local SER director José Martinez.

Corpus Christi air-conditioning and refrigeration mechanic trainees like Andres Alaniz learn the trade through books and practical application.

English language classes are an important part of the program for trainees in El Paso. The instructor (bottom right) is Maria Aceves.

Armando Sanchez, a welder at Corpus Christi's IHC Holland-Le Tourneau Marine Corporation, got his training and his job through SER.

tion, and the National Opinion Research Center. It also recruited students for Humble Oil and Refining Company's summer jobs program and for Harvard University.

The Corpus Christi SER recently discontinued its adult basic education classes, which were run by the school system, because they did not produce results to satisfy Bilano.

"The schools did not worry about the finished product and blamed the students when the students failed to learn," Bilano said. "Our view is that the students are there because they have a problem. It's up to the teacher to teach them. If the students fail to learn, it's not they who must go—it's the teacher. The teaching must be on a performance basis." Bilano says that in the future he hopes to offer adult basic education under SER administration. Until then, persons needing adult education are referred to a learning center run by the Corpus Christi Manpower Area Planning Council.

Moving North with SER to Tucson, one finds that basic education, high school equivalency instruction, and English as second language classes have an important place in trainees' preparation for work. Of the 118 persons now enrolled in the Tucson SER programs, 70 percent have a functional level from fifth to seventh grade. This does not reflect a failure on the trainees' part to go higher in school, however, because 70 percent attended nine or more grades.

'Different Way of Thinking'

Nearly a third of the trainees had little English capability when they came to SER. To meet their needs, SER runs two English as a second language (ESL) classes under the direction of Mrs. Graciela Revilla, who has taught the subject for 26 years in this country and in Cuba and has developed teaching materials with a manpower and job-oriented slant.

"We teach not only language, but culture and a different way of thinking and functioning," Mrs. Revilla says. "But these are proud people, and we emphasize that we are not asking them to renounce their identity. Instead, they are adding to their knowledge."

The SER center is located in the heart of Tucson's poverty. Around it are little frame and adobe homes, some of them with goats and chickens in their front yards. Downtown Tucson is visible on the horizon, but it seems very far away. In this location, SER finds that many people come in who are looking for work rather than training. Nearly 20 persons are placed directly in jobs each month.

Three Arizona State Employment Service specialists are stationed at SER to do placements for trainees and walk-ins. They use a microfilm job reader to get daily job listings from Phoenix of all openings listed with the employment service anywhere in the State. These specialists also check the eligibility of persons entering SER training classes.

SER training—other than ESL—is provided by contractors. The Saguaro Trade School has some of the trainees in its 24-week air-conditioning and refrigeration mechanics' course. The Tucson Skill Center has others in its 12-week nurse aides' training and in a 14-week course to train ward clerks.

According to SER director Ernest Urias, Hughes Aircraft plans to start on-the-job training of electronics assemblers in October and wants SER to do its employee recruitment and prejob orientation. Entry wages will be $3.02 an hour, with 20 persons to be hired each month for the next 14 months.

A second SER in Arizona is located in Glendale, on the fringes of Phoenix. It serves people in a suburban barrio and also reaches out to people living in little towns like El Mirage and Surprise.

The Glendale SER offers many routes to well-paid, steady jobs. It contracts with the Maricopa County Skills Center and with private technical schools to train workers in meatcutting, refrigeration mechanics, medical secretarial services, computer technology, cosmetology, and other skills. In the construction trades, it has a pre-apprenticeship program at the skills center which is linked with apprenticeship opportunities available through the Phoenix Urban League.

Other opportunities are available through SER referral to business firms which prefer to do their own training. Mountain Bell Telephone Company, for example, has hired 25 Mexican Americans through SER and trained them as construction linemen or operators.

Like other SER's across the country, the one in Glendale emphasizes training and placements in occupations that are "nontraditional" in the Spanish-speaking community. Glendale director Jess Moreno points out that SER is making breakthroughs for Chicanos in occupations where workers are in demand. Rapid growth in the Phoenix area is creating a great need for construction workers, he reports, and there are a number of new clinics and hospitals going up which will need medical secretaries. Farmwork and cannery work—traditional Chicano employment—are not enjoying such a boom.

At the national SER office in Los Angeles, Jobs for Progress, Inc., measures the progress local SER's make—or fail to make—by comparing data on their performance with national and local goals.

Placements Measured

"Among the many items we measure is trainee placement," reports Robert Cuellar, the national SER's deputy director for planning, evaluation, and management information systems. "At no time do we allow placements to get below 75 percent of completions at any SER office. If placements go below that, we have an identifiable problem and we act on it.

"We measure retention rates of trainees after they have been on the job 1 month, 3 months, and again after 6 months. Our rate is now over 80 percent for persons who have worked 6 months.

"We measure the dropout rate of trainees. Nationally, this is now about 11 percent.

"We also know that on the average, former SER trainees gained more than $3,000 in wages on their first job over their earnings when they came to SER."

In addition to evaluating and monitoring local projects, Jobs for Progress provides training and technical assistance to these SER's and does program-oriented research.

It is a businesslike system with a social goal. Ricardo Zazueta, national SER director, says it also represents the first time the Spanish-speaking have learned to use "the system" in their own behalf.

"Today the Spanish-speaking must achieve equity in the society if they are to survive," Zazueta says.

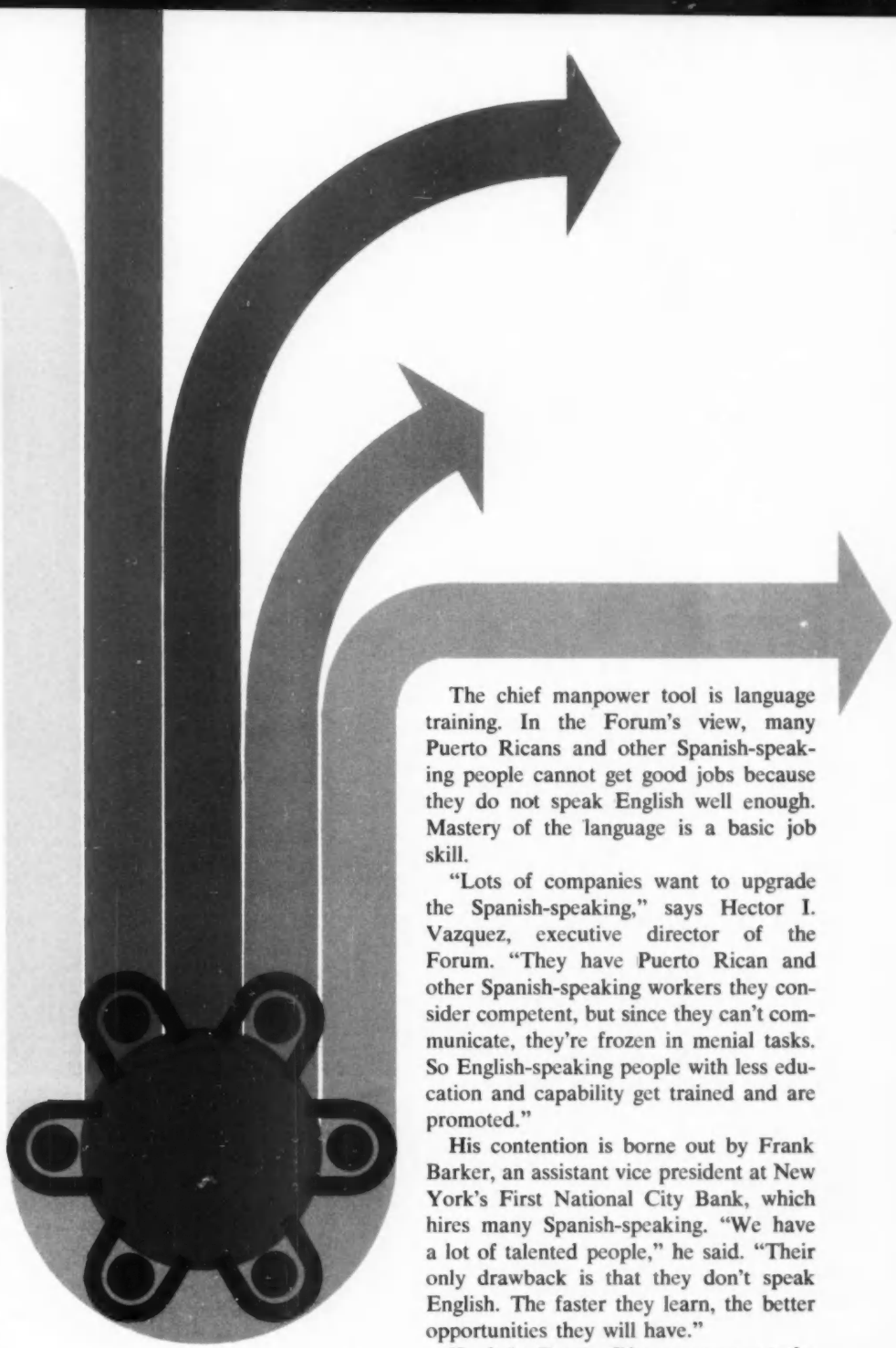
"We remember the truth of the Spanish saying: 'Camarón que se duerme se lo lleva la corriente.' "

It means: The shrimp that sleeps gets carried away with the current. □

Forum for Action

Puerto Rican Group Concentrates on Manpower and Business Development

by Emil Michael Aun



The dictionary describes a forum as "an assembly for the discussion of public matters or current questions."

The 15-year-old Puerto Rican Forum has gone way beyond that. Discussion may have been its touchstone at the beginning when it was groping its way along and was largely dependent on volunteers. Today it is active and growing. It has a full-time staff of 70 and an annual budget of nearly $1 million. It has contracts with or receives funds from the U.S. Department of Labor's Manpower Administration, the U.S. Department of Commerce's Office of Minority Business Enterprise, the Office of Economic Opportunity, the Small Business Administration, the Ford Foundation, and other foundations. Its membership consists of about 150 top Puerto Rican business and professional people who contribute time and energy to Forum objectives.

And the touchstone today is action rather than talk. The Forum's mission is to strengthen the role of Puerto Ricans in the economic and social life of the Nation. To accomplish this, it has set in motion a variety of business, manpower, education, and housing programs; and sponsored training in leadership, human relations, urban affairs, and community organizing.

The Forum's main preoccupations today are manpower and business development. Puerto Rican workers are being trained for better jobs and small Puerto Rican businessmen are learning to survive and grow in the modern business world.

The chief manpower tool is language training. In the Forum's view, many Puerto Ricans and other Spanish-speaking people cannot get good jobs because they do not speak English well enough. Mastery of the language is a basic job skill.

"Lots of companies want to upgrade the Spanish-speaking," says Hector I. Vazquez, executive director of the Forum. "They have Puerto Rican and other Spanish-speaking workers they consider competent, but since they can't communicate, they're frozen in menial tasks. So English-speaking people with less education and capability get trained and are promoted."

His contention is borne out by Frank Barker, an assistant vice president at New York's First National City Bank, which hires many Spanish-speaking. "We have a lot of talented people," he said. "Their only drawback is that they don't speak English. The faster they learn, the better opportunities they will have."

To help Puerto Ricans surmount the communications barrier, the Forum 5 years ago developed a course—called BOLT, for Basic Occupational Language Training—that emphasizes job-related English rather than the conversational language that is usually taught. Standard English teaching might employ such phrases as, "I see a glass of water." But under BOLT, bank employees, for example, are taught to say, "He has a $158 balance in his checking account." Hospital housekeepers learn, "Did you wash

Mr. Aun is associate editor of MANPOWER.

Though he now owns three clothing stores, Mario Serrano still keeps in touch with the basics, like fitting a customer at his Brooklyn shop. A loan guarantee and technical assistance from the Puerto Rican Forum spurred Serrano's business expansion.

the floor this morning?" "No, it was waxed yesterday." And Puerto Ricans working for stockbrokers practice, "Is it necessary to change the registration on the bonds?" Each BOLT course is tailored to the occupational language needed by the students.

BOLT places heavy emphasis on audio-lingual and audiovisual teaching. Students repeat words and sentences they hear from an instructor or a tape. At the same time they are shown printed material with the words spelled out. Slides and pictures of workers performing various job tasks also are part of the lessons. Textbooks permit students to study at home.

A $700,000 experimental program to try out the concept in New York was funded by the Manpower Administration in September 1967. Spanish-speaking workers were given one or two courses of 50 hours each. They were not expected to master English in this time, but it was hoped they would show marked improvement and be stimulated to go on to further study. As part of the program, supervisors of the Spanish-speaking workers were taught enough job-related Spanish to help them better understand these employees.

Participants in the test project included employees of hospitals, banks, stock brokerage firms, unions, and a number of large corporations and public agencies. By the end of the experimental project in January 1971, 79 BOLT courses had been held with a total of 759 graduates. Among the Spanish-speaking, nearly all reported that BOLT had helped them to communicate better with supervisors and coworkers, and more than one-fourth received promotions in their jobs. More than 40 percent went on to further training or education. Employers and trainees also reported significant improvements in morale and motivation and a sharp reduction in errors and accidents due to misunderstandings.

In one test of BOLT's effectiveness, 56 graduates were given the New York Housing Authority's civil service test. Half of them passed, compared with the usual 20 percent success rate of Spanish-speaking applicants who receive no special training. Benefits from BOLT also were evident at one New York bank where three recent arrivals were working as $115-a-week accounting clerks. All

Serrano (right) chats outside his Brooklyn store with Forum business representative Osvaldo Gonzalez.

were university graduates with extensive experience in banking and management in their homelands. BOLT improved their English, brought them to the attention of their supervisors, and all three are now in management.

Impressed with these results, the Manpower Administration last October granted the Forum a $450,000 1-year contract to assist some 30 manpower agencies in 10 cities across the Nation to set up their own BOLT programs to assist Spanish-speaking enrollees. In each city, 20 to 30 local manpower and education program personnel are learning—or have learned—BOLT techniques. The cities are Los Angeles, Phoenix, San Antonio. McAllen (Tex.), Milwaukee, San Juan, Miami, Chicago, Toledo, and Philadelphia.

The technical assistance program lasts 4 weeks in each city. During the first week, Forum representatives study the local agencies to be helped and decide what will best suit their needs. Over the next 3 weeks, the people assigned by the local agencies to take the course are given 75 hours of instruction. These teacher trainees will apply the lessons learned to help Spanish-speaking participants in manpower training programs.

Class Divided in Two

A recent class in Milwaukee was composed of 25 professionals and professional aides from two local manpower agencies. One was the Concentrated Employment Program (CEP), a Manpower Administration funded effort to make available under one sponsor a variety of manpower and supportive services in poverty areas. The second was the federally funded Spanish Center Adult Basic Education Project, which provides education, counseling, and job placement for the city's Spanish-speaking population.

The class was divided in two, depending on the linguistic and teaching experience of the participants. One section was taught by Aurora Samson, a Filipino, and the other by Rosa Caparros, of Cuban extraction. Both are former language teachers at New York University and both are doctoral candidates at that school.

The two women bore down hard on making the class understand the frustrations of Spanish-speaking people attempting to learn English. "There's only one basic way to make a plural in Spanish and that is to add an 's,' " said Miss Caparros. "But in English this 's' may be pronounced like an 's,' a 'z,' or an 'iz.' Or there may be no change from singular to plural as in deer or sheep, or the change may involve something else, like woman and women, or child and children. And there's the reverse. In Spanish you have masculine and feminine nouns, but not in English.

"These things are hard for students to understand," said Miss Caparros. "If the teacher is not aware of this, he will be baffled by the students. They will seem slow."

Miss Samson sensitized her class by springing on them a lesson in a completely unfamiliar tongue, Tagalog, the Filipino national language. "I wanted to give them an idea of how the Spanish-speaking feel in an English class by letting them go through the experience," she said. "We tend to forget how students feel. We say, 'It's easy, just say it.' But it's not easy."

After the class, Helen Martinez agreed it was an enlightening experience. Mrs. Martinez, whose native language is English, taught at the Spanish Center mornings and turned student for the afternoon BOLT classes.

"The Tagalog demonstration gave me the feel of what a student who doesn't know English at all goes through," she said. "It was terribly frustrating."

Sara Hall Goodwin, director of the Spanish Center, praised the Forum's practice of tailoring classes to the needs of local agencies. "It's a better kind of training for teachers—quite effective," she said. "The BOLT teachers have both theoretical experience in linguistics and practical experience teaching the kind of people our instructors are teaching.

"The people we teach, by and large, have very little formal training and are not very well-educated in their own language. Some have as little as 3 to 4 years of education."

The other arm of the Puerto Rican Forum's economic development efforts, aid for Spanish-speaking businessmen, receives equal emphasis with manpower training. The Forum has established a business development section headed by Hiram Cintron, a 34-year-old native of Puerto Rico with 8 years' experience in bank management and minority business development.

To help small businessmen, the Forum has a staff of professionals with expertise in accounting, marketing, management, banking, insurance, law, and government contracts procurement. It also draws on the resources of organizations such as the Volunteer Urban Consulting Group, Inc., a New York Business Resource Center (BRC) funded by the Office of Minority Business Enterprise. BRC's job is to get private sector professionals to volunteer their services free of charge to minority businesses. At present, the New York BRC has assigned to the Forum a Puerto Rican who is a certified public accountant with one of the Nation's top accounting firms. "If he can't provide the expertise, he has the contacts to get it for us free," said Thomas Moya, Cintron's assistant.

Business Loan Guaranteed

Sometimes, all the Forum's experts and its considerable powers of persuasion are not enough to pry a loan out of a bank for a Puerto Rican businessman considered a poor risk by conventional standards. The Forum has therefore established a Loan Guarantee Fund, backed by Ford Foundation money, to make bank credit flow more easily. The fund was a key instrument in helping Mario Serrano, now 29, parlay one small clothing store in Brooklyn with two employees into three stores, two drycleaning establishments, and a work force of 20.

Serrano, born in Puerto Rico, has lived in New York since he was 2. He left school at the age of 13 and began working as a stock boy in a men's shop, where he made his way up to assistant buyer. For a year he was employed by Barney's in Manhattan, the largest independently owned men's store in the world. Seven years ago he started his own business.

Anxious to expand and obtain some working capital, he began making the rounds of banks and government agencies in 1967. Nobody would give him a loan; his assets and knowledge of modern business practices were too meager. That's where the Forum stepped in. It persuaded the Manufacturer's Hanover Trust Company 4 years ago to advance him $25,000 repayable in 5 years by guar-

anteeing 50 percent of the principal and interest. The Forum also gave Serrano the assistance he needed to manage an expanding business.

"Technically, they answered a lot of mistakes I was making, as far as overbuying, controlling the operation, and cutting costs," Serrano said. "They even sent an accountant to help with the bookkeeping and planning. The Forum was very helpful. There's no question they got me out of a lot of jams I got myself into."

The Forum's efforts to be a business catalyst for the Spanish-speaking are getting an even bigger payoff from John Torres, 42, organizer and director of the Metro Spanish Merchants Co-op. Torres, a Puerto Rican graduate of New York University and a former grocer himself, discovered from a survey about 10 years ago that the average Puerto Rican grocer in New York worked 108 hours a week to earn a modest living, and knew very little about the most basic procedures for running his store. To help these small businessmen, Torres first organized the Metropolitan Spanish Merchants Association in 1963, then in 1967 decided something more was needed. He decided to organize a cooperative to give Puerto Rican grocers lower prices through volume buying, but had insufficient money and know-how to make it go.

The Forum got him started by securing through a 50 percent guarantee a $15,000 loan from a local bank. Located in the Bronx, the co-op today has 109 member grocers who paid $550 each to join the organization, from which they buy much of their goods. Last year co-op members earned 2 percent on their annual purchases from the organization plus 8 percent on the capital they invested in it. The co-op's total sales were $3 million.

Torres says the Forum obtained the services of a cooperative expert from the University of Puerto Rico, who taught him the philosophy of cooperativism. Other people from the Forum gave him something he considers more important, practical advice. "Philosophy is beautiful but you need good business advice," he said. "The professor gave me the tricks of keeping the group together. The Forum gave the technical assistance I needed—inventory control, setting up books, how to deal with employees, and administration. Also, designing a program for growth, which is what I'm now doing for my members." The co-op's services include a newsletter to disseminate technical advice, and Torres hopes to start a program of on-the-job training.

Emphasis on economic development is a fairly recent priority for the Puerto Rican Forum. Founded in 1957 in New York by Puerto Rican community leaders and professionals, the Forum sprang out of the conviction that the only way the Puerto Rican community could develop and prosper was to organize its own instrument for carrying out a self-help philosophy. Manned by volunteers and backed by a tiny budget, its first 4 years were devoted to study and discussion of the best ways to meet the urgent needs of the Puerto Ricans who had first begun arriving in New York in mass numbers during the 1940's.

"The Forum was looking for an agenda or a priority," said executive director Vazquez.

It soon found one in education. Puerto Rican youngsters were dropping out of high school because, in Vazquez' words, "being raised in ghettos they had no motivation and no perception of a career." They were being shunted into second-rate vocational schools. Few college opportunities were open to those who wanted to continue their education.

Other Activities Listed

With small grants from five foundations, the Forum in 1961 created an organization called ASPIRA (Spanish for aspire)—the first private educational agency in New York's Puerto Rican community. Through the guidance of professional counselors, ASPIRA encourages Puerto Rican youth to pursue their education beyond high school and provides remedial education to prepare them for college.

In 1966, ASPIRA became an independent organization, and is now operating in cities like Chicago, Philadelphia, and Newark with large Spanish-speaking populations, and in Puerto Rico itself.

Other programs and activities carried out by the Forum over the years include:

• A major study of the social and economic conditions of Puerto Ricans in New York in 1964, funded by the Office of Economic Opportunity. This study found that Puerto Rican adults had the

John Torres runs the Metro Spanish Merchants Food Co-op, aided by his wife Gloria. Torres got the co-op started with money and business advice from the Puerto Rican Forum.

Torres discusses expansion plans with Alberto Urbina, Bronx field representative for the Puerto Rican Forum. The co-op, in background, is housed at the Bronx Terminal Market.

Teacher in the morning, student in the afternoon. That was the schedule for Helen Martinez when she was trained in the techniques developed by the Puerto Rican Forum for its Basic Occupational Language Training (BOLT) Program. As a teacher for Milwaukee's Spanish Center Adult Basic Education Project, Mrs. Martinez (standing, top photo) used telephones to help her Spanish-speaking students learn English. In the afternoon she took her seat in class along with others being taught BOLT techniques by Aurora Samson (standing).

lowest level of formal education and income of any ethnic or color group in New York (only 13 percent of all Puerto Rican adults had completed high school), and were more concentrated in occupations with the lowest pay and status. The study spurred creation of several programs to attack and solve these problems.

- Establishment of the Puerto Rican Research and Resources Center in Washington, D.C. This center, now an independent organization, gathers and disperses information about Puerto Rican history and culture to stimulate further research into the problems of Puerto Ricans living in the U.S. and to help Puerto Ricans maintain pride in their heritage.
- Creation of Skills Advancement, Inc., in partnership with the Urban League of Greater New York and Cornell University, to upgrade low-wage, low-skilled workers.
- A talent registry which maintains a current file on Puerto Rican professionals of all kinds and supplies their names to employment agencies and employers on request.
- Workshops to identify and develop the leadership capabilities of Puerto Ricans involved in manpower training programs.
- Seminars and courses in Puerto Rican studies for American businessmen who want to understand their Latin employees.
- Institute for Training in Urban Affairs, to help Spanish-speaking communities throughout the Northeastern U.S. understand how government policies and programs are established and operate, how tax resources are allocated, and how government contracts and patronage are parcelled out.
- A $333,000 contract under the Manpower Administration's Job Opportunities in the Business Sector (JOBS) Program to train 124 disadvantaged people for hotel work in Dorado, Puerto Rico. Under JOBS, people are placed in private industry and trained while they are on the payroll, with the Government reimbursing the employer for training costs above normal.

As for the future, the Forum, which recently changed its name to the National Puerto Rican Forum in recognition of the fact that Puerto Ricans are now in all 50 States, is plunging into housing and is broadening its manpower and business assistance programs.

A new education program, called Project CREO (Creating Resources for Educational Opportunities), was launched last February with a $50,000 grant from the Office of Economic Opportunity (OEO). It is being conducted in cooperation with ASPIRA, and is designed to deal with the home problems of students.

"We found that putting all your efforts into the school is not enough," said Vazquez. "Home problems must also be considered. High school students often live in homes that are overcrowded and there's no place to study. Perhaps the father is unemployed and the family is pressuring the student to quit being an odd-ball seeking after more education, and go ahead and take that $75 a week cafeteria job. We want to make the family see the importance of education, and to give them whatever help is necessary to take the pressure off them and off the teenage youngster who ought to stay in school."

Housing Program Eyed

With the assistance of another small OEO grant, the Forum is seeking ways to help provide new housing for low- and middle-income Puerto Ricans. It already has applied to the Federal Housing Authority for a loan guarantee for a 130-unit project in New York which it hopes to have under way by the end of the year.

The Forum has expanded its arsenal of financial help for aspiring businessmen. Besides its Loan Guarantee Fund, it now has a Local Development Corporation (LDC) and a Minority Enterprise Small Business Investment Company (MESBIC). LDC obtains low-cost loans of up to 90 percent for business and professional men to purchase or acquire fixed assets such as building and machinery. One 20-year LDC loan has already been made to finance the $220,000 Hunt's Point Medical Center built in the Bronx by five Spanish-speaking physicians to serve ghetto residents.

MESBIC, licensed by the Small Business Administration in April, permits the Forum, with private and Federal money, to make equity investments in minority businesses. By providing a Puerto Rican businessman with some of the capital he requires to go into business, the Forum will open the door for him to easier credit from conventional sources for the rest of the money he needs. By June, the Forum's MESBIC had not yet made any investments, but had eight applications under active consideration.

Plans for BOLT, too, are becoming increasingly sophisticated. BOLT instructors will continue to be sent to the field, but the Forum now wants to establish a center in New York, to which manpower agencies throughout the country can send their personnel for training. "If we bring them to New York, we can serve a lot more people and give them better training," said Forum manpower training director Maria Salazar. "Right now we give them 100 hours only. Our feedback tells us we need more. We can double it with a center in New York." In Vazquez' words, the present BOLT setup is "an extension service without an Alma Mater."

Despite its wide array of activities, the Forum still is a relatively small organization with a limited budget when viewed in the context of a Puerto Rican population of more than 1 million in New York alone. Can it, under these circumstances, have much impact on the problems of Puerto Ricans? Vazquez thinks it can. He believes the Forum is now setting up success models for Spanish-speaking youngsters by visibly demonstrating that Puerto Ricans can make it in any field, including business, with a lot of self-help and a bit of outside financial aid.

As the Forum said recently in a public statement that sounds much like a summary of the entire American experience:

"The man who leaves his homeland to make a new life for himself and his family has courage. He has the courage to travel from the known and the familiar to the unknown and the hostile. He will face problems which may seem impossible to solve: The language of his new land is strange; the urban areas in which he settles are bewildering, cold, and impassive to his needs; the rights and responsibilities of political determination are confusing; jobs available to him are second-rate; the housing he must live in is worse. But his biggest problem by far is maintaining pride in his heritage, and gaining true leadership in his community. The prices he pays are great indeed, but the rewards can be enormous." □

Cutting Into Poverty

SABER Seeks Unity Among Hispanos as Well As Jobs and Training

SABER stands for Spanish American Basic Education Rehabilitation, Inc. It also represents the cutting edge of a new effort in Miami to help Cubans and other Spanish-speaking people adapt to the economic and social life of the United States.

Organized last December, the new nonprofit corporation has moved swiftly. In its first 6 months, it had nailed down one State and two major Federal contracts:

- A 1-year, $600,000, 150-slot agreement with the U.S. Department of Labor's Manpower Administration to conduct an Operation Mainstream program providing work experience and supportive services to disadvantaged Spanish-speaking people.
- A $75,000 grant from the Office of Economic Opportunity for a 9-month study evaluating the participation of Cubans in manpower programs in Dade County (Miami), Fla.
- A 1-year, $118,222 contract in June from the State of Florida's Division of Family Services to set up bilingual information centers in Dade County to help Spanish-speaking people find out which agencies can provide them with social, welfare, and other services.

The Mainstream contract has made considerable progress. By the end of June, more than 130 people up to age 70 were enrolled, according to project director Armando Lacasa, 36, a Cuban refugee lawyer.

SABER hopes to move 200 individuals through the 150 slots by next February, the end of the contract year. Participants get 30 hours a week of work experience, 5 hours of English language training, and 1 hour of counseling, and are paid $1.60 an hour. They have been getting their work experience in such government and private nonprofit agencies as the American Red Cross, the Homestead Air Force Base, the Veterans Administration Hospital, the Social Security Administration, the State Division of Family Services, the Dade County government, the U.S. Department of Commerce, local schools, and in local civil and criminal courts.

Participants attend English language classes three times a week at Loyola School, a private accredited bilingual institution. Transportation from work to school is free and Loyola also provides day care facilities—paid for by SABER—for enrollees with children.

All participants are 22 years of age or over and the goal is to have 40 percent of them 55 and over. The program calls for enrollees to be moved into regular full-time jobs at the end of 26 weeks of training.

Some are considerably ahead of schedule. The first participant, Hector Gonzalez, 44, was placed in a work-experience slot at the City Information Service of the Dade County Manager's office. His job was to answer questions and complaints by Spanish-speaking people. Gonzalez, who had been unemployed for months and has eight children to support, developed so quickly that after only 6 weeks of work and training he was moved into a full-time, $450-a-month civil service job with the Dade County Welfare Department as a typist and translator.

Five men and women, aged 22 to 50, began work and training at the Social Security Administration in April and 3 months later were moved off the Mainstream payroll into full-time Federal civil service jobs with Social Security. Four are now service representatives and one is a claims development clerk. They started at the GS-4 level with pay of $6,544 a year.

"These are career-ladder jobs, so they can go up," said Mrs. Dixie Smith, assistant to the Social Security administrator in Dade County. "They're fine people—really willing to work and anxious to please." And, Mrs. Smith noted, they are especially welcome additions to the staff because there are now so many Cubans and other Spanish-speaking people in the region and the agency needs bilingual people to serve them properly.

An important fact about SABER, in the view of its president, Albert K. Trout, is the composition of the organization itself. He pointed out that of the 12-man board, three are Anglo-Americans, two are of Mexican extraction, one is Puerto Rican, and six are Cuban. "Eventually and hopefully, SABER can pull the Spanish-speaking community together," he said. "This is sorely needed. There's no real unity among Cubans, Puerto Ricans, Mexicans, and others of Spanish background. They just don't get together. So unity born of mutual respect and understanding is the most important thing in the long run." □

Cecilia O'Leary (left) and Manuel Castro (below left) are now full-time $6,544-a-year service representatives with the Social Security Administration in Miami. Both were recruited by SABER and trained on the job. Castro is from Cuba, Mrs. O'Leary from Puerto Rico.

Hector Gonzalez helps a Spanish-speaking client at the Dade County Welfare Department bridge the language barrier. Now a typist and translator, Gonzalez was hired after several weeks of training under SABER.

America's Spanish-Speaking: A Profile

by Henry M. Ramirez

Who are the Spanish-speaking?

Paradoxically, all of them do not speak Spanish. Some speak only Spanish, others only English, and many speak both languages.

Racially, the Spanish-speaking include white people, brown people, and black people. Though they or their ancestors came from Mexico or Puerto Rico for the most part, many originated in Cuba or one of the Central or South American republics.

The main common denominator is a Spanish language heritage. Beyond that they may differ greatly. In microcosm, they are a melting pot—and like the greater U.S. melting pot, the melting is far from complete.

They are in every State in the Union, and, according to the latest census, 31 States have Spanish-speaking populations of at least 20,000 (see chart 1).

They represent roughly 5 percent of the U.S. population, making them our second largest minority group. Physicians, dentists, lawyers, and prosperous businessmen are numbered among the Spanish-speaking, but far too many are poorly paid laborers.

Despite their numbers, the Spanish-speaking have only recently begun to capture the attention of the general public. The national news media during the past decade have become aware of this significant minority, but have continued to reinforce a mixed-to-negative picture of the Spanish-speaking as rural, lazy, sinister, illiterate, and culturally disadvantaged. The Spanish-speaking resent these stereotypes. Though they have dwelled in territory now part of the U.S. for centuries, they are too often regarded as interlopers and not part of the American mainstream.

In general, Spanish-speaking Americans are severely disadvantaged compared with the dominant Anglo population. In income, occupational status, and unemployment, their status is roughly equivalent to blacks; in education they are far worse off. Discrimination against them remains a major obstacle to their social and economic progress, particularly for poor Chicanos and Puerto Ricans. Lack of English facility and other cultural differences, including a partially self-imposed ethnic isolation common to earlier generations of immigrants, leave a great many Spanish-surnamed people outside the mainstream of economic opportunity.

There is considerable controversy over the actual number of Spanish-speaking people in the U.S. Official census figures place the number at more than 10 million in 1970. Nearly three-fifths are of Mexican origin and about one-sixth are Puerto Ricans (not counting the 2.7 million in the Commonwealth of Puerto Rico). But information from local census studies, migrant studies, public school enrollments, the Cuban resettlement program, and other data suggests that the real total may be substantially higher. Informal estimates of some Spanish-speaking spokesmen range up to 16 million.

Numbers Have Increased Substantially

Since World War II, the number of Spanish-speaking have substantially increased, and they have tended to move from the country to the city and to disperse throughout the U.S. Although there are still large concentrations in certain areas, 46 U.S. cities now have Spanish-speaking populations of 10,000 or more.

The areas with the highest concentrations of the Spanish-speaking are:

- The Southwestern States of Arizona, California, Colorado, New Mexico, and Texas, where the overwhelming majority of Mexican Americans and 3 out of 5 Spanish-speaking Americans are located.
- New York City, where 8 out of 10 of the Puerto Ricans living in the continental United States reside.
- Florida, where large numbers of the more than 600,000

Mr. Ramirez is Chairman of the Cabinet Committee on Opportunities for Spanish-Speaking People.

persons of Cuban descent have settled along with many immigrants from Central or South America.

This leaves roughly 2 million Spanish-speaking persons who live elsewhere in the Nation.

The Spanish-speaking today have a new-found sense of group identity evolving around a common language heritage and similar cultural values. But this should not be permitted to obscure the important differences within this ethnic group.

For the sake of brevity—and at the risk of oversimplifying—let us look at these differences. Mexican Americans are the largest subgroup. Most of them were born in the U.S. and large numbers are ill-educated and otherwise disadvantaged. Except for New Mexico and a few locales in California and Texas, they have not reached positions of economic or political power.

The Puerto Ricans, the second largest group, reside primarily in the Northeast, especially New York City. A majority have arrived in recent years. By income, unemployment, education, and similar measures, they are the most severely disadvantaged of the Spanish-speaking. Puerto Ricans have attained little economic or political leverage.

Almost all the Cubans in the U.S. are foreign born. They entered this country in large numbers in the past 14 years, thanks in part to the excellent Cuban resettlement program, and they are concentrated primarily in the Miami area. Many possess job skills and a profession.

People of Central and South American extraction and other persons of Spanish origin are a large and diverse group, making up about one-fifth of the Spanish-speaking population. Most were born in the U.S. and about half live in the Southwest. They tend to represent a relative economic and social elite, with higher incomes, better jobs, and more education than other Spanish-speaking groups, even Cubans.

Income is the best single determinant of economic and social status. Census figures for 1971 emphasize the difference between the Spanish groups, and their inferior position as a whole to the rest of the United States. Median family income in 1971 was $7,548 for the Spanish-speaking and $10,285 for all Americans. Puerto Ricans were by far the worst off, with median family income of $6,185, more than $200 less than that for black families.

Most Are in Unskilled, Low-Paid Jobs

Census figures show that some 29 percent of Mexican Americans and 32 percent of Puerto Ricans are below the poverty level. The comparable figure for all Americans is 13 percent and for blacks 34 percent. Clearly, the Spanish-speaking, and particularly Mexican Americans and Puerto Ricans, are congregated along with blacks at the bottom of the economic ladder in terms of income (see chart 2).

The precarious economic position of the Spanish-speaking is further underscored by the nature of the jobs they hold. About 70 percent of them are in unskilled and low-paid blue-

Chart 1
States With Spanish-Speaking Population of 20,000 or More 1970

collar, service, and farm jobs. Only 23 percent of Spanish-surnamed men hold white-collar jobs, compared with 42 percent for all American males.

Being relegated to the bottom of the economic heap is a consequence of the educational deprivation suffered by the Spanish-speaking, as well as the discriminatory barriers they face along with other minorities. Persons of Spanish origin have a lower level of educational attainment than any other group in the population (see chart 3). Only about 1 in 5 Puerto Ricans and 1 in 4 Mexican Americans 25 and older have completed high school. Only 12 percent of all Spanish-speaking Americans 25 and older have attended at least 1 year of college. For Mexican Americans and Puerto Ricans, the figures are 4 and 6 percent, respectively. The comparable rate for all adults is 21 percent.

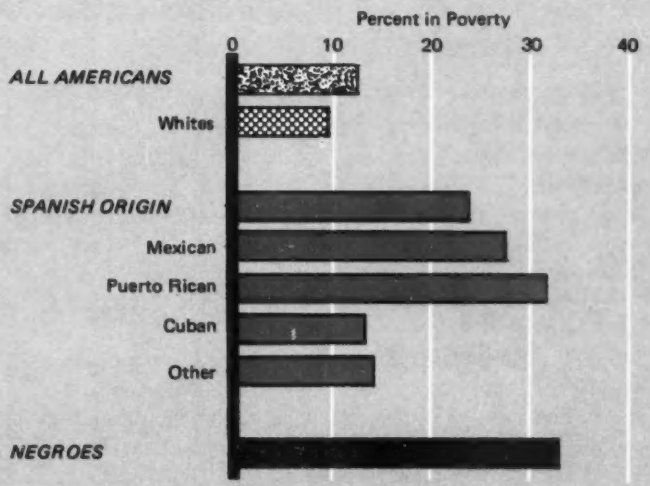
Somewhat less measurable but no less real are the cultural differences between the Spanish-speaking and other Americans. The Spanish-speaking have a strong sense of cultural uniqueness, coupled with feelings akin to outrage that the broader society has failed to recognize, accept, or even place a positive value on their contribution to the diverse fabric of American society. To some extent these felt cultural differences result in part from the high proportion of the Spanish-surnamed living in poverty. In this sense, the Spanish-speaking have characteristics in common with blacks, Appalachian whites, or others living in the "poverty subculture."

There are, however, very real differences between disadvantaged Spanish-speaking people and other poor Americans—differences that affect the conduct and success of manpower and other social programs. These differences include language, value orientation, ethnic-isolation, and other social and psychological factors.

Spanish is the most prevalent of all foreign languages in this country and the one with the highest likelihood of surviving here on a permanent basis. Mexican Americans and Puerto Ricans, unlike earlier waves of immigrants (though strictly speaking the latter arrive as citizens rather than immigrants), persist in using their language over several generations. Access to Spanish language mass media and entertainment permits this pattern to continue. Furthermore, the Spanish-speaking have fewer economic incentives to learn English because their opportunities to advance are limited and the acculturation pressures from children and the rest of society are less severe than in the past.

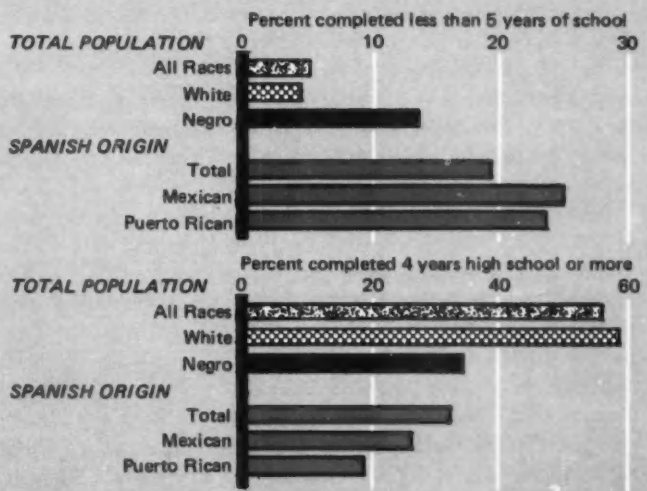
The result is that roughly 1 Spanish-surnamed adult in 4 is illiterate in English. Many lack a working command of Spanish as well as English. These language barriers and education problems go hand in hand; they feed upon and exacerbate one another. Efforts by manpower and education agencies to cope with language difficulties generally have been inadequate, both in quality and quantity, although in recent months there

Chart 2
Persons Below the Poverty Level by Race and Ethnic Origin



Source: *Current Population Reports*

Chart 3
Educational Attainment of Persons 25 Years Old and Over by Race and Ethnic Origin



Source: *Current Population Reports*

has been a commendable increase in emphasis on language training in manpower programs.

When it comes to a discussion of value orientations, the danger of stereotyping always is high. Value orientations often differ among the various groups of the Spanish-speaking, as well as between the Spanish-surnamed in general and other Americans. But some cultural attributes that seem to apply to most of the Spanish-speaking can be readily identified:

- Relations between individuals are more important than competitive, materialistic, or achievement norms.
- Strong family ties.
- A sense of solidarity and pride in a unique heritage (a feeling sometimes referred to as La Raza).
- Machismo, meaning male dominance, patriarchy, emphasis on man's masculinity.
- Aspirations for professional rather than business or managerial occupations.

To some extent these values reflect an older rural culture. As Spanish-speaking people move to the cities—80 percent now reside in urban areas—they tend to pick up Anglo values. The older values persist, however, and it would be unsafe to assume they will materially change in the present generation. Indeed, there is sharp disagreement within the Spanish-speaking community on the necessity and value of assimilation. Efforts at forcing assimilation, such as the practice of some southwestern schools until recent years of forbidding children to speak Spanish, are generally recognized as unwise.

Ethnic Isolation Linked to Rural Background

The basically rural background of the Spanish-speaking helps explain their ethnic isolation, an isolation more pronounced than that of earlier immigrants. Until World War II, they were congregated in rural areas and held farm jobs, while earlier generations of new Americans generally went to the cities where the pressures of the melting pot were greater. By the time the Spanish-speaking began to urbanize, their numbers were great enough and their subculture strong enough to survive these pressures.

The overwhelming majority of the Spanish-surnamed live in self-contained neighborhoods separated from the rest of the community. Sometimes, this represents a choice of the individual who feels more comfortable in familiar surroundings with people of his own culture and background. All too often, unfortunately, the reason can be found in economic or social discrimination which forces the individual to live in substandard housing in an area having few public services. Such barrios are quite similar to black ghettos. Studies of metropolitan areas such as Los Angeles demonstrate that the chances of a Spanish-speaking person occupying substandard housing are over four times that for an Anglo at a similar income level.

As the Spanish-speaking develop the skills to help themselves, the majority community must make some adjustments in meeting their needs. This is particularly true of institutions providing training and education in an attempt to help the Spanish-surnamed improve their position in the economy.

Manpower policies and programs too often have failed to recognize and deal with the uniqueness of the manpower needs of the Spanish-speaking people. The decisionmakers often do not know enough about the language and cultural characteristics of the people to develop viable and effective programs. The fact that Hispanos speak a foreign language and have different backgrounds is regarded as being their own problem, and the need to establish programs built upon serving people from different cultures is not always recognized.

As a result, while the basic idea of training and education for the disadvantaged may be sound, the policy for implementation has built-in deficiencies which retard success. There must be an urgent, full-scale effort to develop sufficient numbers of skilled Spanish-speaking policymakers and managers and place them at all levels of the delivery system if manpower programs are to serve the Spanish-speaking effectively. Over the last few years substantial increases of funds have been granted to Spanish-speaking manpower delivery organizations such as SER and the Puerto Rican Forum, and this trend must be continued until equity has been achieved.

Giving jobs to the Spanish-speaking on the operational level as interviewers, counselors, trainers, and job developers is not enough. These people would be forced to perform two tasks, delivering services and sensitizing their superiors to the needs of the Spanish-surnamed. They could perform much more effectively if they were relieved of the second task, that is if their superiors as well as their clients were drawn from the Spanish-speaking population.

The Department of Labor, in all fairness, has at least partially responded to this need. Its Manpower Administration has added many Spanish-speaking professionals to its top-level staff. But the number is still relatively slim, equity has by no means been achieved, and we cannot wait for Spanish-speaking counselors and interviewers to work their way up by the usual laborious routes. To overcome the effects of decades of discrimination by the society at large, extraordinary action must be taken now.

The Spanish-speaking want the opportunity to participate in society, to share, learn, and grow—as individuals and as a group. For many centuries, they have been a simple and docile people. This will no longer be true as we move into the 1980's. As Americans they expect to exercise their rights and responsibilities in the context of American society. □

Words & Figures

Employment Service Placements

The Spanish-speaking comprise about 5 percent of the population but they account for about 9 percent of the poor. One in 4 Spanish-speaking persons lives in poverty compared with 1 in 8 of all Americans.

Because of their high rate of poverty, lack of education and skills, the language barrier, and other labor market handicaps, the Spanish-speaking are a prime target group for employment assistance.

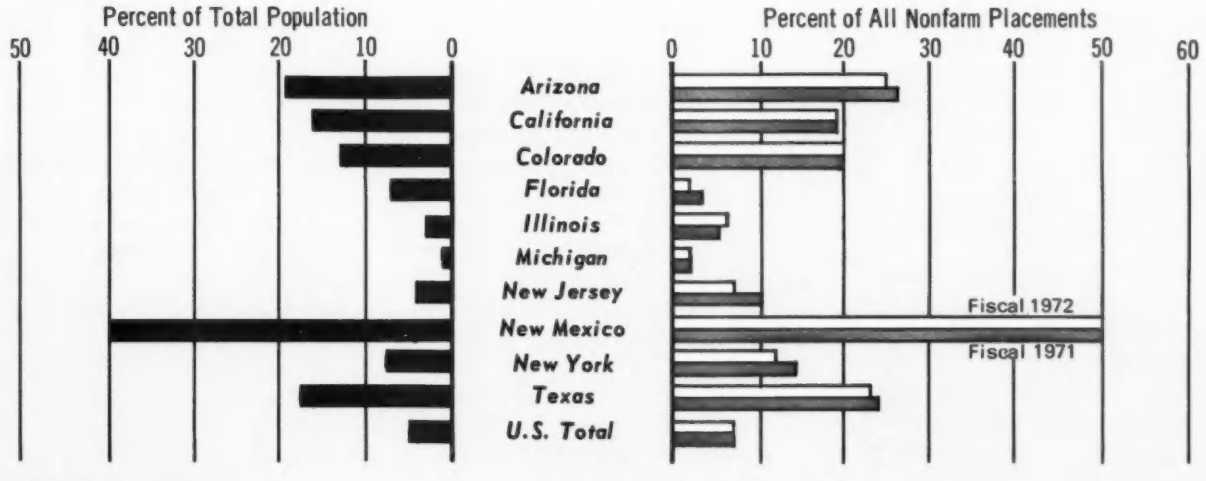
Almost 275,000 Spanish-speaking job-seekers registered with local State employment service offices during the first half of fiscal year 1972 (July 1-December 31, 1971), as compared with 550,000 during all of fiscal year 1971. They made up a little more than 6 percent of the active applicant file in the first half of fiscal 1972 and in all of fiscal 1971. Use of the State employment services by Hispanos was therefore greater than their representation in the population but less than their presence among the poor.

Placement of the Spanish-speaking by the employment service in nonagricultural jobs was slightly greater than their proportion of the available applicants. During the first 6 months of fiscal 1972, 70,000 Spanish-speaking people obtained nonfarm jobs through the efforts of the State employment services, compared with 113,000 in all of fiscal 1971.

The referral and enrollment of the Spanish-speaking in training programs by the employment service also exceeded their proportion of the applicant file. Approximately 20,000 of the Spanish-surnamed—11 percent of the applicant file—who came into local offices became participants in training programs during the first 6 months of fiscal 1972.

Nearly 90 percent of the Spanish-speaking population is concentrated in 10 States. In addition to the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas, large Spanish-speaking populations are to be found in Florida, Illinois, Michigan, New Jersey, and New York. In all of these States except Florida, the percentage of Spanish-speaking people placed in jobs exceeded their proportion of the active file and of the State population.

Nonagricultural Placement of the Spanish-Speaking by Employment Security Agencies, Fiscal Years 1971 and 1972[1/]



1/ July-December 1971

Making Every Opportunity Count

by Edwin F. Harris

Residents of California Barrios Welcome Chance at 'New Careers'

"You might say that we were born under an avocado tree. And we're still ripening."

The speaker was Dionicio Morales and the "we" is the Mexican American Opportunity Foundation (MAOF), a California organization which sprouted some 10 years ago and has become a place where thousands of Mexican Americans in East Los Angeles and surrounding areas turn for help.

It all began when 10 Mexican Americans banded together in Morales' backyard, using orange crates as makeshift desks, to plan a course of action that would help lift their people out of economic despair. Using the barest of resources, the group managed to raise enough private funds for a meager beginning.

Almost like an omen that there would be obstacles to overcome, fire destroyed their one-room office which had just been donated by a local real estate company. Then rain coming through a leaky roof in newly acquired quarters ruined many of their records.

But the group persevered, and after 3 years MAOF received its first Government funding—a contract from the U.S. Department of Labor's Manpower Administration to train 400 unemployed or underemployed Mexican Americans. Today the MAOF is housed in a large yellow structure on Whittier Boulevard in the heart of East Los Angeles—an area which contains more Mexican Americans than there are people in the entire city of San Francisco or in the States of Wyoming and Vermont combined. Its 1971 budget, composed primarily of money from Federal programs plus some funds from the United Crusade, was more than $2 million —a sum Morales is quick to point out is not nearly enough to serve the needs of the barrios—and its staff numbers close to 70. There are also offices in Oxnard, Pomona, La Puente, and Bakersfield.

MAOF reflects the views and philosophy of Morales, its executive director, who grew up in a poverty-ridden barrio in California's Ventura County, struggled to get a college education, and became a respected spokesman in the Mexican American community. "Certainly few would disagree that little is more important or gives more dignity to a man's life than his job," Morales says. "Better jobs through individual training and counseling is the key." He emphasizes that "all Mexican Americans are not alike. We are 10 different breeds of cats." Those beliefs, plus the conviction that "there is absolutely no substitute for hard work," constitute the guidance system for Morales and the MAOF.

From the small initial on-the-job training project, MAOF has broadened its manpower efforts. Its activities now include:

- A youth apprenticeship program, under which Mexican American youngsters are recruited

Mr. Harris is a member of the Manpower Administration information staff.

and prepared to enter apprenticeship training in the skilled construction trades.

- A contract to find private industry employment for the hard-core disadvantaged under the Manpower Administration's Job Opportunities in the Business Sector (JOBS) Program. JOBS follows the hire-first, train-later concept, with employers reimbursed by the Government for the additional costs involved in training the hard-to-employ.
- Jobs Now, a project which seeks to develop and identify jobs into which experienced workers can be placed immediately.
- New Careers, a Manpower Administration program to prepare the disadvantaged for and place them in jobs in human service fields with government and nonprofit agencies.

In addition, MAOF carries on a continuing effort to get government and business to increase the number of Mexican Americans in policymaking positions.

MAOF's clients span every age group, but regardless of age the organization's basic approach is to motivate people to improve themselves and to help them do it.

"All too many of our youth are simply lost in the barrio," Morales says. "They live in an area which might as well exist in some distant foreign land. Every day I confront the alienation, the unemployment, the underemployment, the dropouts—an ocean of talent going down the tube, the inadequate and irrelevant education, and the general myopia on the part of the larger community. So the end product of this frustration and tragic human waste ends up in my office."

At last count, there were over 800 waiting to enroll in the New Careers Program alone. Since MAOF makes little attempt to screen applicants but takes the ones most in need, extensive preparation for formal training is required.

"With some of these young and not so young adults, we have to start all over as though they had never been to school," says Morales. "We have to teach the simplest English composition and the simplest forms of human relations that are necessary to hold a modern job. In mathematics we often start again with two plus two."

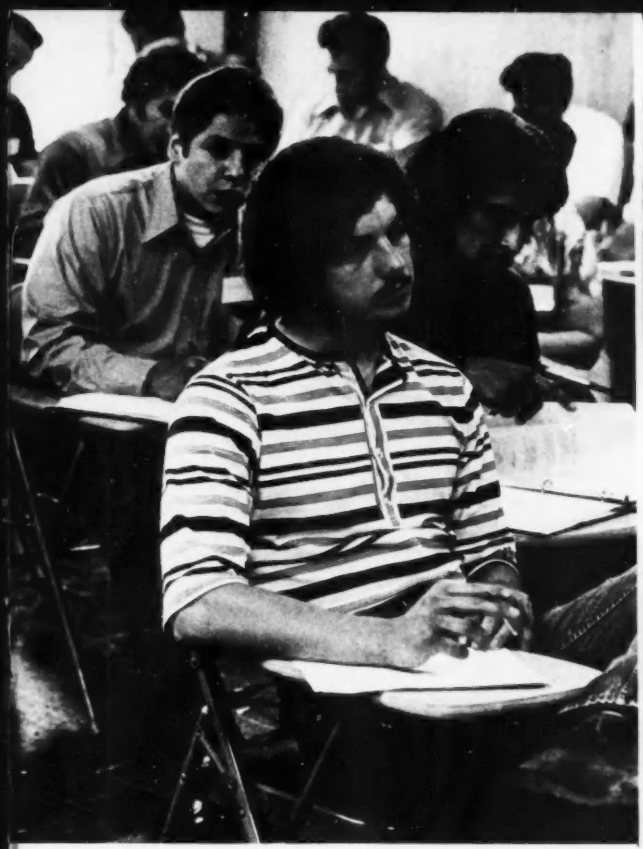
Probably the most rewarding of MAOF's training programs is New Careers. It offers an opportunity for the disadvantaged to combine work and education in a program tailored to their individual needs and abilities. Here's the way it works:

Selected applicants are first told how the program operates, what fields of work are available, the nature of the education and supportive service components, and what plan of action will be followed. They then embark on a work-study program that usually takes up to 2 years to complete and leads to a permanent job in the field of human services. The training is for jobs in fields where shortages exist, such as health,

Former New Careerist Angie Bravo, now a correctional program assistant for the California Youth Authority, helps a parolee select one of the paperback books that are made available as part of the authority's recreation program.

New Careers "graduate" Gloria Sanchez, a teacher's aide with the California Youth Authority, tutors a parolee. Mrs. Sanchez, the mother of six children, says that although her new career has demanded sacrifice, it has given her a better understanding of people and made her a better example for her children.

Many of MAOF's New Careerists trained under Henry T. Corrales when he was deputy parole superintendent of the California Youth Authority's Esperanza Office in East Los Angeles. Esperanza is the Spanish word for hope. Corrales since has been promoted to assistant superintendent of the Youth Authority's Fred Nellis School for Boys.



Classroom instruction, including courses in Mexican American history, is an essential element in MAOF's New Careers Program.

education, law enforcement, child care, corrections, mental health, and recreation. Wages for the New Careerists usually are $2.10 an hour for time spent in on-the-job training and education for the first year and $2.25 for the second.

New Careerists get on-the-job experience 3 days of each week. (Los Angeles County is the largest employer, followed by the California Youth Authority and private agencies.) The remaining 2 days are spent in the classroom. Mornings are devoted to remedial education and afternoons to courses—such as sociology and psychology—primarily at East Los Angeles College.

Throughout the program, participants spend 2 hours a week in what is called the "core" component. This includes classroom discussion of participants' individual growth and development and their relationship to the world of work, to other people, and to the community. Courses on Mexican American history also are part of the core component.

Supportive services are a vital element of the New Careers and other MAOF programs. Assistance is furnished in matters ranging from how to obtain a driver's license to finding housing, legal help, or medical services. MAOF staffers handle some supportive services themselves and arrange to have others provided by government or community agencies.

Among those who have benefited from this combinaton of job training and supportive services is Robert Yanez, a former New Careerist whom MAOF points to with special pride. Trapped in the barrio facing a life of crime, drugs, and closed employment doors, Yanez turned to MAOF. "I felt relaxed and confident the moment I entered the office," he recalls. "Your own people were there, not only to listen to your problems and understand them, but also to do something about them. All an individual had to do to benefit from the program was use self-determination."

That was an attribute Yanez quickly displayed. After 6 months in the program as a parole agent intern with the California Youth Authority, Yanez was offered a job as a minority personnel recruiter for the Columbia Broadcasting System (CBS). This led to his present position as Equal Employment Opportunity Administrator for 20th Century Fox.

"It was like a gift from God," Yanez says. "MAOF gave me a chance, encouragement, and a sense of identity." He gives much of the credit to Morales, who took a personal interest in his career. In the absence of his father, who had been in jail since he was an infant, Yanez looked to Morales for guidance. Although admitting that he doesn't see eye to eye with Morales on all the issues, Yanez found someone whom he could look up to and respect.

Through his jobs at CBS and 20th Century Fox, Yanez has been able to call attention to barrio conditions and present the Mexican American viewpoint to the broadcast and movie industries. He has worked to erase Mexican stereotypes from television, commercials, and films. Yanez still finds time to return to MAOF and offer encouragement to others, and he helps with bilingual and youth training programs at the community

Dionicio Morales sits under the avocado tree where MAOF was born.

Robert Yanez need only step out of his office to be on a movie set at 20th Century Fox Studios, where he is equal employment opportunity administrator. "It was like a gift from God," Yanez says of the help and encouragement he got from MAOF.

center in San Gabriel, where he lives with his wife and children.

Other MAOF "graduates" have come from a variety of backgrounds, but all have shared a common desire—to make a new start.

David Lemus had been unemployed for 4 years before enrolling in New Careers. After a year as a probation aide, he was hired by the Los Angeles County Probation Department as a community worker. Lemus counsels both juveniles and parents and must often decide whether to place a youngster in a foster home, boys' home, or halfway house. Much of his time is spent getting youngsters to return to school. "Often," says Lemus, "I'm the first concerned male image in a boy's life."

Raymond Rincon, a much-decorated veteran of the Vietnam war, credits MAOF with keeping him off the welfare rolls. "I now have a job with the Probation Department and a chance to get a good education. If it wasn't for MAOF, I probably would be living off the State," Rincon said.

Miguel Chico first heard of MAOF's New Careers Program when he was in jail. "The word" came from his brother Joe, who was in the program. After Miguel was released, Joe persuaded him to apply, but it took Miguel 2 weeks to force himself to take the necessary papers to the MAOF office. "I was proud that I had made it to the front door," he says. "Walking home, I felt so good about the whole thing. It was like coming out of church." Miguel trained for a career in probation and is now employed by the County of Los Angeles as a community worker.

Her concern for those in need brought Connie Higuera to the New Careers Program. She once spent half a day tracking down papers to enable a neighbor, who had lost her food stamps, to buy food for her eight children. She is now a social worker for the Los Angeles County Health Department. She works to build understanding between doctors and patients, collects food and clothing for low-income families, and makes home visits, among other duties.

Not all who come to MAOF want training or assistance in finding a job. Some seek help in responding to a traffic summons; others ask how to locate a house or apartment. But the emphasis is on jobs. Since 1966, MAOF has provided training to over 6,800 people through its various programs. Many more have been interviewed and placed directly in jobs or referred to other services. The organization has received over $8 million in Federal funding for these activities.

Like the avocado tree in his backyard, Morales has watched MAOF grow and bear fruit. He has derived a lot of personal satisfaction out of helping his people, but one episode stands out as being closest to his heart. When Belinda Leyva entered MAOF training to become a social worker, she expressed a desire to tutor retarded children. One of her first pupils was Dionicio Morales' son. □

Publications

Following is a list of publications on manpower and related matters which are available in both English and Spanish versions. Single copies of Manpower Administration and Labor-Management Services Administration publications may be obtained free by telephoning or writing the appropriate organization at the U.S. Department of Labor, Washington, D.C. 20210. Please enclose a self-addressed label with all requests for free publications. For multiple copies of publications for which a price is quoted, write the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, and enclose payment. For Job Corps brochures, see address in listing.

Manpower Services

A reference guide to job recruitment, training, and placement aids offered by the Manpower Administration.

The Concentrated Employment Program—Total Service for the Unemployed and the Underemployed

Manpower Administration leaflet discusses the Concentrated Employment Program (CEP), an umbrella-type concentration of local, State, and Federal manpower programs in a total effort to develop training opportunities leading to good jobs for the unemployed or underemployed in poor urban or rural areas. 15 cents.

Apprentice Training—Sure Way to a Skilled Craft

Manpower Administration pamphlet describes apprentice training: How it operates, who qualifies, opportunities, earnings, and where to apply; and lists 79 jobs which require apprenticeship. 15 cents.

Do You Want a Job?

Manpower Administration pamphlet for young jobseekers explains what the Federal-State employment service system is and how it can help them find suitable jobs. 15 cents.

Older Workers—Manpower Programs for Senior Citizens

Manpower Administration leaflet discusses the Age Discrimination in Employment Act and the various programs which can help older persons find worthwhile employment. 15 cents.

The Neighborhood Youth Corps—Hope and Help for Youth

Manpower Administration pamphlet discusses program of work experience and training for poverty-level youth between 14 and 22 years of age through in-school, summer, and out-of-school projects in cities and rural areas. 15 cents.

Public Service Careers—Jobs and Advancement in Public Agencies

Pamphlet describes Manpower Administration program which will help public agencies and some private nonprofit institutions update their methods of recruiting and selecting workers and restructure their jobs so unskilled workers can be hired and trained to fill them. 15 cents.

Youth Opportunity Centers—Focus on Youth and Jobs

Manpower Administration leaflet discusses Youth Opportunity Centers—separate facilities of the Federal-State employment service system—where youth, 16 through 21 years of age, can go for highly personalized services aimed at making them employable and getting them jobs. 15 cents.

Farm Worker: Want a Job With Good Housing?

Manpower Administration folder describes housing standards which the U.S. Government requires employers to meet for their farm workers.

Work Training in Industry

Manpower Administration leaflet describes Work Training in Industry Program under which out-of-school youth enrolled in the Neighborhood Youth Corps receive job training in private industry for jobs which are available. Also gives program eligibility requirements for employers. 15 cents.

Manpower Development and Training—Preparing People for Good Jobs

Manpower Administration leaflet discusses the various services developed to carry out the Manpower Development and Training Act with the purpose of training unemployed or underemployed persons for jobs which may already exist or be developed. 15 cents.

Job Corps Recruitment Brochures

Manpower Administration brochures, mainly pictorial, for use in recruiting for Job Corps.

You Can Help Him (for parents of young men interested in Job Corps)

You Can Help Her (for parents of young women interested in Job Corps)

You Can (for young men interested in Job Corps)

You Can (for young women interested in Job Corps)

Every Girl Needs a Chance to Become Somebody

Available from General Services Administration, 26 Federal Plaza, 25th Floor, New York, N.Y. 10007.

The JOBS Program: An Assault on Hard-Core Jobless Problems

Manpower Administration leaflet discusses Job Opportunities in the Business Sector (JOBS) Program, sponsored by National Alliance of Businessmen to enlist resources of private industry to meet problems of hard-core unemployment in major urban areas. 15 cents.

Pamphlets About Labor-Management Reporting and Disclosure Act

Two companion pamphlets published by the Labor-Management Services Administration present general information about the act.

Reports Required Under the LMRDA of 1959, as Amended. 15 cents.

Rights and Responsibilities Under the LMRDA of 1959, as Amended. 10 cents.

Facts About Veterans' Job Rights

Labor-Management Services Administration flyer explains who is eligible for reemployment under the Universal Military Training and Service Act and the obligations of employers under the law.

17 Key Answers About Job Rights for National Guardsmen, Reservists, and Their Employers

Labor-Management Services Administration flyer gives answers to 17 questions most often asked by National Guardsmen and reservists and their employers about job rights.

WPPDA Guide

Labor-Management Services Administration pamphlet designed to assist plan administrators and insurance carriers with responsibilities under the Welfare and Pension Plans Disclosure Act.

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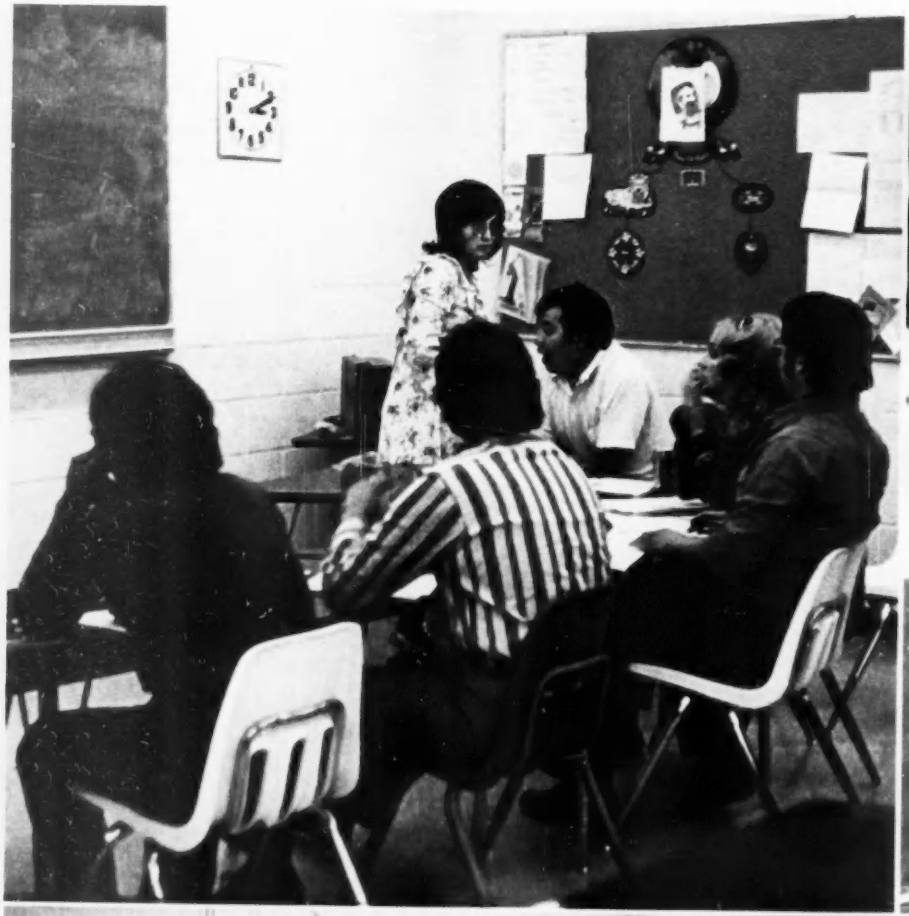

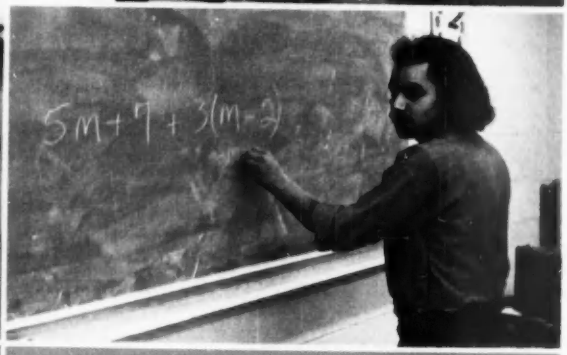

Classes in English and math are held the year round at many local offices of Operation SER, a national manpower program beamed primarily at the Spanish-speaking. SER also brings to the barrios a host of services other than education, including counseling, skill training, and job development and placement. For a report on how and where SER operates, see *A Chance to Be* in this issue of MANPOWER.